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*bulletin of*  
**Duke University**  
**1991-92**

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*Medical Center*







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**Duke University**  
**1991-92**

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*Medical Center*

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EDITOR  
Judy Smith

SENIOR EDITORIAL ASSISTANT  
Elizabeth Matheson

BULLETIN COORDINATOR  
Nell F. Andrews

PHOTOGRAPHS  
Jimmy Wallace  
Ronald Ferrell  
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The information in the bulletin applies to the academic year 1991-92 and is accurate and current, to the best of our knowledge, as of February, 1991. The University reserves the right to change programs of study, academic requirements, lecturers, teaching staffs, the announced University calendar, and other matters described in the bulletin without prior notice, in accordance with established procedures.



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# School of Medicine Calendar 1991-92

## First Year (Freshmen) Students

### 1991

August		
	7	Wednesday, 8:30 a.m. —Orientation
	12	Monday, 8:00 a.m. —First day of academic year, 1991-92, begin fall term
September		
	2	Monday—Labor Day holiday
November		
	26	Tuesday, 12:00 noon —Begin Thanksgiving holiday
December		
	2	Monday, 8:00 a.m. —Classes resume
	13	Friday, 6:00 p.m. —End fall term

### Spring Term 1992

January		
	6	Monday, 8:00 a.m. —Begin spring term
April		
	10	Friday, 6:00 p.m. —Begin spring vacation
	20	Monday, 8:00 a.m. —Classes resume
June		
	19	Friday, 12:00 noon —End spring term

## Second Year (Sophomore) Students Introduction to Clinical Diagnosis 1991

July		
	15	Monday, 8:00 a.m. —Begin classes
August		
	30	Friday, 12:00 noon —End classes

### Fall Term 1991

September		
	3	Tuesday, 8:00 a.m. —Begin classes in sections 41 and 81
	25	Wednesday, 6:00 p.m. —End classes in section 41
	30	Monday, 8:00 a.m. —Begin classes in section 42
October		
	23	Wednesday, 6:00 p.m. —End classes in sections 42 and 81
	28	Monday, 8:00 a.m. —Begin classes in sections 43 and 82
November		
	20	Wednesday, 6:00 p.m. —End classes in section 43
	25	Monday, 8:00 a.m. —Begin classes in section 44
	27	Wednesday, 6:00 p.m. —Begin Thanksgiving holiday
December		
	2	Monday, 8:00 a.m. —Resume classes in section 44
	21	Saturday, 6:00 p.m. —End classes in sections 44 and 82

### Spring Term 1992

January		
	6	Monday, 8:00 a.m. —Begin classes in sections 41 and 81
	29	Wednesday, 6:00 p.m. —End classes in section 41
February		
	3	Monday, 8:00 a.m. —Begin classes in section 42
	26	Wednesday, 6:00 p.m. —End classes in sections 42 and 81
March		
	2	Monday, 8:00 a.m. —Begin classes in sections 43 and 82
	25	Wednesday, 6:00 p.m. —End classes in section 43



- 30 Monday, 8:00 a.m. —Begin classes in section 44
- April**
- 22 Wednesday, 6:00 p.m. —End classes in sections 44 and 82.  
Begin spring vacation

### Summer Term 1992

- May**
- 4 Monday, 8:00 a.m. —Begin classes in sections 41 and 81
- 27 Wednesday, 6:00 p.m. —End classes in section 41
- June**
- 1 Monday, 8:00 a.m. —Begin classes in section 42
- 24 Wednesday, 6:00 p.m. —End classes in sections 42 and 81
- 29 Monday, 8:00 a.m. —Begin classes in sections 43 and 82
- July**
- 4 Saturday—Independence Day holiday
- 22 Wednesday, 6:00 p.m.—End classes in section 43
- 27 Monday, 8:00 a.m. - Begin classes in section 44
- August**
- 19 Wednesday, 6:00 p.m. —End classes in sections 44 and 82

### Third year (Junior) and Fourth Year (Senior) Students Summer Term 1991

- May**
- 13 Monday, 8:00 a.m. —Begin classes in sections 16,81,41
- June**
- 8 Saturday, 12:00 noon —End classes in section 41
- 10 Monday, 8:00 a.m. —Begin classes in section 42
- July**
- 4 Thursday —Independence Day holiday
- 6 Saturday, 12:00 noon —End classes in sections 81,42
- 8 Monday, 8:00 a.m. —Begin classes in sections 82,43
- August**
- 3 Saturday, 12:00 noon —End classes in section 43
- 5 Monday, 8:00 a.m. —Begin classes in section 44
- 31 Saturday, 12:00 noon —End classes in sections 16,82,44

### Fall Term 1991

- September**
- 3 Tuesday, 8:00 a.m. —Begin classes in sections 16,81,41
- 28 Saturday, 12:00 noon —End classes in section 41
- 30 Monday, 8:00 a.m. —Begin classes in section 42
- 26 Saturday, 12:00 noon —End classes in sections 81,42
- 28 Monday, 8:00 a.m.— Begin classes in sections 82,43
- 30 Wednesday —Registration for spring term 1992
- November**
- 23 Saturday, 12:00 p.m. —End classes in section 43
- 25 Monday, 8:00 a.m. —Begin classes in section 44
- 27 Wednesday, 6:00 p.m. —Begin Thanksgiving holiday
- December**
- 2 Monday, 8:00 a.m. —Classes resume in section 44
- 20 Friday, 6:00 p.m. —End classes in sections 16,82,44

### Spring Term 1992

- January**
- 13 Monday, 8:00 a.m. —Begin classes in sections 16,81,41
- 8 Saturday, 12:00 noon —End classes in section 41
- 10 Monday, 8:00 a.m. —Begin classes in section 42
- March**
- 2 Monday, Registration for summer term, 1992 —rising fourth year students

- 7 Saturday, 12:00 noon —End classes in sections 81,42. Begin spring vacation
- 16 Monday, 8:00 a.m. —Classes resume. Begin classes in sections 82,43
- 27 Friday—Third Year Curriculum Plans due in Dean's Office

#### April

- 8 Wednesday — Registration for fall term, 1992 —rising third and fourth year students
- 11 Saturday, 12:00 noon —End classes in section 43
- 13 Monday, 8:00 a.m.— Begin classes in section 44

#### May

- 1 Late registration day
- 9 Saturday, 12:00 noon—End classes in sections 16,82,44
- 16-17 Saturday-Sunday—Graduation activities

### Summer Term 1992

#### May

- 11 Monday, 8:00 a.m. —Begin classes in sections 16, 81, 41

#### June

- 6 Saturday, 12:00 noon—End classes in section 41
- 8 Monday, 8:00 a.m. — Begin classes in section 42

#### July

- 3 Friday, 12:00 noon —End classes in sections 81, 42
- 4 Saturday —Independence Day holiday
- 6 Monday, 8:00 a.m. —Begin classes in sections 82, 43

#### August

- 1 Saturday, 12:00 noon —End classes in section 43
- 3 Monday, 8:00 a.m. —Begin classes in section 44
- 29 Saturday, 12:00 noon —End classes in sections 16, 82, 44





## University Administration

H. Keith H. Brodie, M.D., LL.D., *President*  
Phillip A. Griffiths, Ph.D., *Provost*  
Ralph Snyderman, M.D., *Chancellor for Health Affairs and Dean of the School of Medicine*  
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Eugene J. McDonald, LL.M., *Executive Vice-President-Asset Management*  
John F. Burness, A.B., *Senior Vice-President for Public Affairs*  
Joel L. Fleishman, LL.M., *Senior Vice-President*  
John J. Piva, Jr., B.A., *Senior Vice-President for Alumni Affairs and Development*  
John F. Adcock, M.B.A., *Vice-President and Corporate Controller*  
Leonard C. Beckum, Ph.D., *Vice-President and Vice-Provost*  
Tom A. Butters, B.A., *Vice-President and Director of Athletics*  
Thomas E. Dixon, A.B., *Vice-President for Administrative Services*  
William J. Donelan, B.A., M.B.A., *Vice-Chancellor and Chief Financial Officer for Medical Center Administration*  
J. Peyton Fuller, A.B., *Vice-President, Planning and Treasurer*  
William J. Griffith, A.B., *Vice-President for Student Affairs*  
R. C. Bucky Waters, B.S., M.A., *Vice-Chancellor for Medical Center Development*  
David B. Adcock, J.D., *University Counsel*  
N. Allison Haltom, A.B., *Secretary of the University*  
William H. Willimon, M.Div., S.T.D., *Dean of the Chapel*

## Medical Center Administration

### Office of Chancellor for Health Affairs

Ralph Snyderman, M.D., *Chancellor for Health Affairs and Dean of the School of Medicine*  
William J. Donelan, M.B.A., *Vice-Chancellor for Medical Center Administration and Chief Financial Officer*  
Doyle G. Graham, M.D., Ph.D., *Dean, Medical Education*  
Robert G. Winfree, M.A., *Associate Vice-Chancellor for Health Affairs*  
Jane G. Elchlepp, M.D., Ph.D., *Assistant to the Chancellor for Health Affairs*  
James L. Bennett, Jr., A.B., *Director of Administration*  
Bernard McGinty, B.A., *Director of Budget and Finance*  
Raymond C. Waters, M.A., *Vice-Chancellor for Health Affairs, Development, and Alumni*  
Larry D. Nelson, B.S., *Assistant Vice-Chancellor for Health Affairs, Planning and University Architect*  
L. T. Matthews, B.A., *Director of Engineering and Operations*  
William W. Stead, M.D., *Director of Medical Center Information Systems*  
B. F. Brown, M.A., *Assistant to the Chancellor for Health Affairs*

### Office of Medical and Allied Health Education

Doyle G. Graham, M.D., Ph.D., *Dean, Medical Education*  
Emil R. Petrusa, Jr., Ph.D., *Medical Center Registrar, Associate Dean, Medical Education*  
Lois A. Pounds, M.D., *Associate Dean, Medical Education-Admissions*  
Saul M. Schanberg, M.D., Ph.D., *Associate Dean, Medical Education-Curriculum*  
Daniel T. Gianturco, M.D., *Associate Dean, Medical Education*  
Arthur C. Christakos, M.D., *Associate Dean, Continuing Medical Education*  
Deborah W. Kredich, M.D., *Associate Dean, Medical Education*  
Andrew C. Puckett, Jr., Ph.D., *Associate Dean, Medical Education*  
Harry A. Gallis, M.D., *Assistant Dean, Fayetteville Area Health Education Center and Director, Duke Area Health Education Center*  
Harold Godwin, M.D., *Adjunct Assistant Dean, and Director, Fayetteville Area Health Education Center*  
Edward H. O'Neil, Ph.D., *Assistant Dean, Medical Education-Planning*

### Office of Duke University Hospitals

William J. Donelan, M.B.A., *Director and Chief Executive Officer*  
Duncan Yaggy, Ph.D., *Director and Chief Planning Officer*  
John Robinette, M.H.A., *Director, Patient Services Division*  
Robert F. O'Connell, B.S., *Director, General Services Division*  
Patricia O'Connor, Ph.D., *Executive Director of Nursing Services*  
Roger Akers, B.S., *Controller, Duke Hospital*  
Delford L. Stickel, M.D., *Associate Director, Medical Affairs*  
John L. Weinerth, M.D., *Associate Director, Graduate Medical Training*

## **Office of the School of Nursing**

Mary T. Champagne, Ph.D., R.N., *Dean*

Linda Snead, *Executive Assistant*

## **Standing Committees of the School of Medicine and Medical Center**

### **Admissions Medical School**

Lois A. Pounds, M.D., *Chairman*; Drs. Akwari, W. B. Anderson, Anthony, C. E. Buckley III, Counce, Fortney, Hage, Jacobs, N. Kredich, Kudler, Lack, Maas, Martinez, Meyer, Mitchell, Murray, Rourk, Sanfilippo, Shields, R. Sullivan, Jr., Tyor, Ward, R. Wilkinson, and Young; Administrative Assistant; Ms. Franklin; Student Representatives: Ms. K. Greene, Ms. S. Yen; Messrs. R. Pruthi and W. Ricci

### **Animal Care and Use**

F. Stephen Vogel, M.D., *Chairman*; Drs. Abou-Donia, Bisette, Corley, Hershfield, Kaufman, W. Murray, Nowicki, Proia, Rahija, Richter, Steenburger, Tyre, Walther, and Weiss; Mr. Rodio

### **Audit and Tissue**

Clinical Chairman of each clinical service and head of each division in service

### **Basic Science Appointments, Promotion, and Tenure**

Leonard Spicer, Ph.D., *Chairman*; Drs. Boynton, Cresswell, Keene, Nadler, Simon, and Webster

### **Basic Science Faculty Steering**

Lewis M. Siegel, Ph.D., *Chairman*; Drs. Cant, Caron, Corley, Kuhn, Michalopoulos, Sanfilippo, Slotkin, Smith, and Webster

### **Brain Death**

Allen D. Roses, M.D., *Chairman*; Neurology—Drs. Alberts, Albright, Clark, Davis, DeLong, Earl, Erwin, Glantz, Goldstein, Hosford, Hurwitz, Kandt, Lewis, McNamara, E. W. Massey, J. Massey, Radtke, Rosenfield, Rozear, Sanders, Schmechel, Schold, Shin, Siddique, Stewart, Tourian, and Vance; Neurosurgery—Drs. Cook, Friedman, Kramer, Nashold, Oakes, Turner, and Wilkins

### **Clinical Cancer Education Program**

John M. Falletta, M.D., *Chairman and Director*; Drs. Bast and Halperin

### **Clinical Investigations**

Jerome Harris, M.D., *Chairman*; Joseph C. Farmer, Jr., M.D., *Vice-Chairman*; Barbara Echols, *Cochairperson*; Drs. Back, Borowitz, Cobb, deBruijn, Erwin, Jones, Kay, Lakin, Proia, Semans; Chaplain Travis; Ms. Lipscomb, McIntire, Perry, Spritzer, Stewart, Wilkins; Alternates: Drs. Dutton, Falletta, Icenhour, Gianturco, Ideker, Killam, Killenberg, Myers, Schold, Sostman; Chaplain Rawlings; Ms. Sigman; Mr. Lee; Student Representatives: Messrs. Avva and Tsai

### **Continuing Medical Education**

Arthur C. Christakos, M.D., *Chairman*; Cynthia C. Easterling, *Coordinator*; Drs. Bennett, Cohen, Davidson, Frey, Gallis, Hall, Kandt, Kenan, and Shields

### **Curriculum**

*Strategic Planning and Design Committee*: Saul M. Schanberg, M.D., Ph.D., *Chairman*; Drs. Graham, Greenfield, Hill, O'Neil, Pizzo, Ravin, Sabiston, Snyderman, and Ms. Reilly

*Planning and Implementation Committee*: Salvatore Pizzo, M.D., Ph.D., *Chairman*; Drs. Cartmill, Cohen, Dawson, Gallis, Michener, O'Neil, Petrusa, Waugh; Ms. Reilly; and student representative Gaudet

*Current Policy*: George M. Padilla, Ph.D., *Chairman*; Drs. Borowitz, Cartmill, J. Davis, Greenleaf, McDonald, McIntosh, Michener, Nadler, Squire, Vigna, Ward, Wilkinson, Willett; Ms. Reilly; and student representatives Flynn and Sicard. Alternates: Waugh and students Altman and Dugas

### **Dean's Committee on Minority Affairs**

Joanne A. P. Wilson, M.D., *Chairman*; Drs. Carter, Falletta, Gilliam, Harrell, Phillips, Porter, Putman, and Sanfilippo; Ms. Johnson; Mr. Adamson

### **Duke Comprehensive Cancer Center Clinical Cancer Committee**

Robert C. Bast, Jr., M.D., *Chairman*; Drs. Bossen, Clarke-Pearson, Clippinger, Falletta, George, Kaufman, Paulson, Prosnitz, Rosse, Schold, Seigler and Trump; Ms. Gilbert, King, Robertson, Singletary, Woods, and Howard; Mr. Donelan; Dr. Bell, *ex officio*

## **Emergency Center Advisory**

Harold R. Silberman, M.D. and Delford L. Stickel, MD., *Cochairmen*; Drs. Addison, Eisenson, Jackson, Maus, Moylan, Nunnley, Rose, Tiedeman, Vandemark, and Wong; Ms. Calhoun, Ford, Groves, Riddle, Wallace, and Weber; Messrs. Goodfellow, Hawkins, Richards, Toffaletti, Wallace, C., and Wallace, R.

## **Financial Aid**

Ms. Nell Andrews, *Administrator*; Drs. Graham, Johnston and Pounds; Ms. Franklin; Mr. McGinty; Student representatives: Ms. N. Cvijanovich and Ms. G. Gilman

## **Hospital Advisory**

William J. Donelan, M.S.M., *Chairman*; Drs. Blazer, Frank, Greenfield, Hammond, Machemer, O'Connor, Parkerson, Ravin, Reves, Sabiston, Shelburne, Snyderman, Stickel, and Yaggy; Messrs. Akers, Berry, Donelan, Mau, McMahon, and Robinette

## **Hospital Infections**

Daniel J. Sexton, M.D., *Chairman*; Drs. Durack, Eisenson, Gubert, Hamilton, Harrell, Hunt, Iglehart, Jackson, Klein, Livengood, Reller, Rudd, Thomann, Weitzner, Wilfert, and Wilson; Ms. Avery, Dorroh, Gardner, Robins, Weddle, and Yova; Messrs. McAllister, Bartlett and Richards

## **Hospital Transfusion Committee**

John M. Falletta, M.D., *Chairman*; Drs. Addison, Bredehoeft, Cooper, Hall, Kinney, Kopeke, Murray, Rosse, Schneider, Telen, and Young; Ms. Abernathy and Rodio; Messrs. Barbieri, Bennett, and Stinson

## **Library**

Mr. Warren Bird, *Chairman*; Dr. Graham; Messrs. Winfree and McGinty

## **Medical Center Information Systems Advisory**

William W. Stead, M.D., *Chairman*; Drs. Carter, Elchlepp, E. Hammond, and Peter Smith; Mr. Bird

## **Medical Center Radiation Control and Radioactive Drug Research Committee**

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## **Medical Center Safety**

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## **Medical Records**

George J. Ellis III, M.D., *Chairman*; Drs. Gerber, Piscitelli, Stickel and Wang; Ms. Harris, Mears, Woodlief, Worsley, and Yarberry; Messrs. Eubanks, Hunt, Kulik, Moore and Stinson

## **Medical Center Policy Advisory Committee**

Ralph Snyderman, M.D., *Chairman*; Drs. Bast, Blazer, Frank, Graham, Greenfield, Hammond, Hill, Joklik, Kay, Machemer, Means, Parkerson, Purves, Ravin, Reves, Sabiston, Sheetz, and Shelburne; Mr. Bennett

## **Medical Student Research Scholarship**

Galen S. Wagner, M.D., *Chairman*; Drs. Anderson, Bastia, Crain, Kaufman, N. Kredich, Lowe, Mills, Pizzo, Reedy, and Williams

## **Merit Awards**

Doyle G. Graham, M.D., Ph.D., *Chairman*; Drs. Bollinger, N. Kredich, G. Phillips, Pounds, and Joanne Wilson; Administrative Assistant: Ms. Franklin; Two student representatives

## **North Carolina Residence**

Lois A. Pounds, M.D., *Chairman*; Drs. Clapp and W. Peete; Ms. Konczal

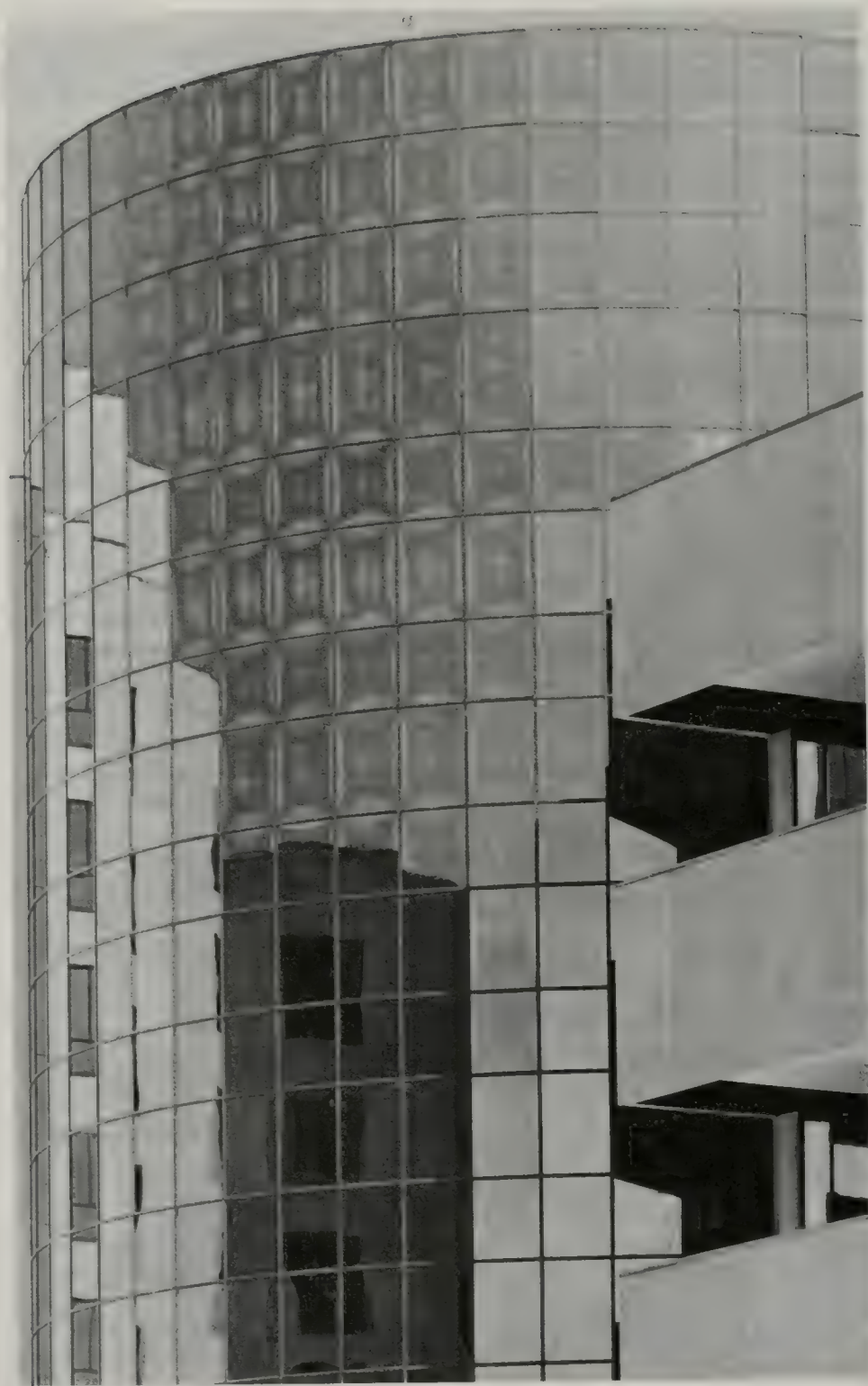
## **Operating Room Advisory**

John Robinette, *Coordinator*; Drs. Hammond, Machemer, Sabiston, and Watkins; Ms. Owins; Messrs. Brown and Donelan

## **Pharmacy and Therapeutics**

Eugene W. St. Clair, M.D., *Chairman*; Drs. Cobo, Durack, Gianturco, Killam, Kurtzberg, Leight, Rudd, and Weingold; Ms. Miller; Messrs. Dedrick, McAllister and Robinette





## **Research Award**

F. Stephen Vogel, M.D., *Chairman*; Drs. Fridovich, George, Metzgar, Pizzo, Schanberg, Semans, and Spach

## **Study Away**

Deborah W. Kredich, M.D., *Chairman*; Drs. Garrett, McCarty, Neelon, Pounds, and Wilfert; Ms. B. Gentry

## **Traffic and Parking**

Thomas Anderson, Ph.D., *Chairperson*; Drs. Puckett and Icenhour; Ms. Ainsworth, Fendt, and Padilla; Messrs. Bennett, Gentry, Hawkins, King, Maginnes, Mansfield, and Self

## **Utilization Review**

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## **Veterans Administration Research and Development**

Wilkie A. Wilson, Jr., Ph.D., *Chairman*; Drs. Carson, Cowper, Crain, Hamilton, Kudler, Levenson, Pappas, and Patrick; Ms. Henderson and McLees. *Ex-officio*: Drs. Newcomb and Shelburne; Ms. Small; Mr. Duncan

## **Chancellor's Veterans Administration**

Ralph Snyderman, M.D., *Chairman*; Joseph Greenfield, M.D., *Vice-Chairman*; Drs. Blazer, Busse, Cavenar, Cohen, Feussner, Grant, Graham, Newcomb, Ravin, Reves, Rotman, Sabiston, Scott, Shelburne, Thompson, and Yarger; Ms. Small and Ms. Bumgarten

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## *General Information*





## History

I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical, lines is, next to religion, the greatest civilizing influence.

I have selected hospitals as another of the principal objects of this trust because I recognize that they have become indispensable institutions, not only by way of ministering to the comfort of the sick, but in increasing the efficiency of mankind and prolonging human life.

*James Buchanan Duke, Indenture of The Duke Endowment, 1924*

By establishing the Duke Endowment, James Buchanan Duke expressed his hope that adequate and convenient hospital care would become available to all Americans. His further bequests provided for the opening, in 1930, of the School of Medicine, School of Nursing, and hospital which today are the core institutions of the Duke University Medical Center. By opening the first major outpatient clinics in the region in 1930, Duke recognized its responsibility for providing quality care to the people of the Carolinas. The Private Diagnostic Clinic, organized in 1932, not only provided coordinated medical and surgical care to private patients with moderate incomes but also allowed members of the medical faculty to contribute a portion of their earnings toward the continued excellence of medicine at Duke. In less than five years Duke was ranked among the top 25 percent of medical schools in the country by the Association of American Medical Colleges.

Building on this heritage, the Duke University Medical Center ranks among the outstanding health care centers of the world. Its pioneering medical curriculum, instituted in 1966, features a generous measure of elective course selection in the belief that all health professionals must be prepared for a lifetime of self-education. The scientific grounding for that education is provided through participation in a wide variety of ongoing research programs. The opening of Duke Hospital North in 1980 makes the Duke Hospital, with 1,048 beds, one of the most modern patient care facilities anywhere available. The combined strength of its teaching, research, and hospital care programs represents the continuing fulfillment of the dream of James Buchanan Duke.

Over the years the Medical Center has been enlarged and its programs expanded by new construction and by the acquisition of, and affiliation with, established hospitals.

Currently the Medical Center at Duke University occupies approximately 140 acres on the West Campus. The southern quadrant is contiguous with the main quadrangle of the University and consists of the following: *Davison Building*—Department of Pathology, Central Teaching Facility, Division of Audiovisual Education, Medical Center Administration, Student Lounge, School of Medicine, Office of Admissions, and departmental research laboratories and offices. *Duke Hospital South*—inpatient care units, in- and outpatient diagnostic, treatment and support services including operating rooms, recovery room and laboratories, positron emission tomography imaging, nursing service administration, amphitheater, chapel, private diagnostic clinics, outpatient

clinics, student infirmary, departmental offices; *Baker House*—Departments of Medicine, Anesthesiology, Obstetrics and Gynecology, outpatient diagnostic, treatment and support services including speech and hearing, pastoral care and counseling, and dentistry/oral surgery; *Barnes Woodhall Building*—inpatient care units, in- and outpatient diagnostic, treatment and support services including labor and delivery room and radiology, hospital administration, Department of Radiology, departmental offices; *Diagnostic and Treatment Building*—clinics, in- and outpatient diagnostic, treatment and support services, departmental research laboratories and offices; *Ewald W. Busse Building*—Center for the Study of Aging and Human Development, treatment and support services, departmental research laboratories and offices; *Eugene A. Stead Building*—inpatient care unit (research), departmental research laboratories and offices; *Clinical Research II*—hyperbaric medicine unit, departmental research laboratories and offices, clinical cancer research unit and the Department of Psychiatry; *Edwin A. Morris Clinical Cancer Research Building*—Clinics, diagnostic treatment and support services including Division of Radiation Oncology, departmental research laboratories and offices.

The northern quadrant has the following buildings: *Joseph and Kathleen Bryan Research Building For Neurobiology*—Departments of Neurobiology, Pharmacology, Radiology, and the Alzheimers Disease Research Center; *Nanaline H. Duke Medical Sciences Building*—Departments of Biochemistry, Cell Biology and Pharmacology; *Alex H. Sands Medical Sciences Building*—Departments of Cell Biology and Biological Anthropology, and Anatomy, and basic science research programs of the Departments of Medicine, Surgery, Psychiatry, and Anesthesiology; *Edwin L. Jones Basic Cancer Research Building*—Director of Comprehensive Cancer Center, Department of Microbiology and Immunology, section on cell growth regulation and oncogenesis, and basic science research programs of Medicine, Surgery, Pediatrics, Obstetrics-Gynecology, and Pathology; *Clinical and Research Laboratory Building*—Howard Hughes Medical Institute, Section of Genetics, Hospital Clinical Laboratories, Departments of Medicine, Pharmacology and Psychiatry; *Bell Building*—offices and laboratories of Medicine, Surgery, Pediatrics, and Radiology. It also houses Information Services and the Gross Anatomy Laboratories; *Seeley G. Mudd Communications Center and Library*—Medical Center Library, the Trent Collection of the History of Medicine, the Office of Public Relations, Office of Grants and Contracts, Continuing Medical Education Office, and the Searle Center for Continuing Education; *Joseph A. C. Wadsworth Building (Eye Center)*—inpatient care units, eye clinic, diagnostic, treatment and support services including operating rooms, recovery, Department of Ophthalmology, departmental research laboratories and offices; *Duke Hospital North Division and Anlyan Tower*—inpatient care units, diagnostic, treatment, and support services including operating rooms and recovery, labor and delivery suite, full term nursery, radiology, magnetic resonance imaging (MRI), laboratories, Departments of Medicine, Surgery, Pediatrics, Radiology, and Anesthesiology departmental offices.

In the western quadrant of the campus are: *Surgical Oncology Research Building*, *Environmental Safety Building*, *Research Park Buildings I, II, III, and IV*—offices and laboratories of Medicine, Surgery, Pediatrics, Radiology, Microbiology and Immunology; *Vivarium*—Division of Laboratory Animal Resources and laboratory animal care facilities; *Cancer Center Isolation Facility*—special containment facility for cancer research.

In the eastern quadrant of the campus are: *Pickens Rehabilitation Center*—general and rehabilitation outpatient clinics; Student Health Service, Employee Health Service, and Faculty Family Health Service; *Civitan Mental Retardation and Child Development Center*—offices, clinics, and laboratories of Psychiatry and Pediatrics; *Trent Drive Hall*—Health Administration and Department of Community and Family Medicine.

The goal of the Duke University Medical Center is to be a leader in contemporary medicine. This involves maintaining superiority in its four primary functions: unexcelled patient care, dedication to educational programs, national and international distinction in the quality of research, and service to the region.



Growth is identified with deeper involvement in the social aspects of health, the establishment of advanced therapeutic and research facilities, and a medical teaching program that has attracted the attention of educators around the world.

## Resources for Study

**Library/Communications Center.** The Medical Center Library/Communications Center is located in the Seeley G. Mudd Building, midway between the north and south Medical Center campuses.

The Medical Center Library attempts to provide all informational services and collections necessary to further educational, research, and clinical activities in the medical field. The collection of approximately 239,000 volumes and 2,650 current journal subscriptions is freely available for use by Medical Center students and personnel; study accommodations for 500 readers includes extensive provisions for audiovisual learning. The library also includes the Trent Collection which is unsurpassed in the southeast as a resource for study of the history of medicine, and a branch collection of books and journals maintained in the Nanaline B. Duke Medical Sciences Building.

The Medical Center Library is open: Monday-Friday, 8:30 A.M.-midnight; Saturday, 10:00 A.M.-6:00 P.M.; Sunday, 12:00 noon-midnight. Summer and holiday hours are as announced.

Director: Warren P. Bird, M.S. (Columbia, 1964), Associate Professor of Medical Literature; Associate Director: Mary Ann Brown, M.A. (Peabody, 1960), Librarian.

The Medical Center Bookstore offers a wide selection of biomedical textbooks and reference books, as well as an assortment of laboratory and clinical instruments and office supplies. Facilities for browsing in a pleasant atmosphere are available, as are special individualized services. The Bookstore is open 8:30 A.M.-5:00 P.M., Monday-Friday, 10:00 A.M.-4:00 P.M. Saturday.

Manager: Renee Million

The Searle Center for Continuing Education in the Health Sciences provides elegant accommodations for conferences, symposia, lectures and meetings to support the continuing education activities of the Medical Center and University. Provisions have been made for banquet and food service arrangements to complement the meeting facilities.

Director: Vickie Guarisco

**The Thomas D. Kinney Central Teaching Laboratory.** The Thomas D. Kinney Central Teaching Laboratory is located on the fourth floor of Davison Building where it provides laboratory, demonstration, and conference space for all courses taught in the basic sciences, with the exception of gross anatomy. A full-time staff maintains a wide range of equipment and provides supplies and services necessary for the teaching programs in allied health as well as medical education. This enables the academic staff of each department to devote its efforts entirely toward the students.

Six unit laboratories, each accommodating sixteen students, and a twelve-person laboratory are devoted to instruction for the first year. All first year medical students are given space in one of these laboratories for their own work which they maintain for the entire academic year. Small laboratories are interspersed between the six unit laboratories and provide space for large pieces of equipment used in conjunction with exercises conducted in the unit laboratories. One large multipurpose laboratory (which can accommodate forty or more students) and one small room to accommodate twenty students provide space for a variety of teaching exercises. Other areas include demonstration and conference rooms and a microscopy laboratory for advanced courses offered during the third year. A computer cluster with word-processing software and patient simulations is available to students 24 hours a day. A new 30-workstation



computer laboratory is now available for computer-assisted educational training for students, faculty and employees. Other services include in-house microscope cleaning and repair, and exam grading for multiple-choice questions.

Five large conference rooms in Duke South, twelve conference rooms in Duke North, and lecture room 102 of the Bryan Neurosciences Research Building are scheduled through this office, providing additional teaching space for groups of 16 to 200 persons when necessary.

Manager: Carol G. Reilly, B.S.

**Division of Audiovisual Education.** The Division of Audiovisual Education serves the Medical Center by providing all types of audiovisual support materials to assist the faculty. There are three sections: Medical Art, Medical Photography, and Central Television.

The Medical Art Section provides illustrations produced by various art methods and techniques. Services rendered are surgical and anatomic drawings, schematic and mechanical drawings, diagrams, charts, graphs, designs, lettering, calligraphy, signs, and poster exhibits, as well as other forms of illustrations. Computer generated graphics is the newest service from the art section.

The Medical Photography Facility is staffed and equipped to provide a full range of photographic services for patient care, teaching, and research. Patient photography activity includes black and white and color photos in the studio, on the ward, in the clinic, or in the operating room. Copy photography includes a full range of slide services for internal and external lecture and presentation purposes. Black and white and color prints for publication, display and poster session purposes are also available. Other services include daily processing of Ektachrome film, location photography, and passport and application prints.

Central Television also supports teaching, research, and patient-care programs of the Medical Center. The three-fourths inch U-matic and one-half inch VHS video formats are used for color recording of patient education programs, lecture presentations, and surgical procedures as part of staff professional education. Motion pictures in color and with sound are also produced. Audiotape services, projectionists, and projectors are available.

Director: Thomas P. Hurtgen, M.B.A.

**Duke Hospital.** Duke Hospital, one of the largest private hospitals in the south, is part of the Medical Center and currently is licensed for 1,125 beds. The hospital directs its efforts toward the three goals of expert patient care, professional education, and service to the community. It offers patients modern comprehensive diagnostic and treatment facilities and special acute care and intensive nursing units for seriously ill patients. More than 34,000 patients are admitted annually. Surgical facilities include forty operating rooms in which surgeons perform more than 20,000 operative procedures annually. Approximately 2,700 babies are born each year in the delivery suite. Other special facilities for patients include a heart catheterization laboratory, hemodialysis unit, cancer research unit, pulmonary care unit, hyperbaric oxygenation chamber, and cardiac care unit.

Close working relationships with private and governmental health and welfare agencies provide opportunities for continued care of patients after they leave Duke Hospital.

Ambulatory services include the outpatient clinics, private diagnostic clinics, the employee health service, and the emergency department, with annual total patient visits of over 473,000. The clinical faculty of the Duke University School of Medicine participate in undergraduate and graduate medical education and practice medicine in the hospital and in private diagnostic clinics.

Duke Hospital, with a house staff of approximately 800, is approved for internship and residency training by the Council on Medical Education and Hospitals of the

American Medical Association and is fully accredited by the Joint Commission on Accreditation of Healthcare Organizations.

**Veterans Administration Medical Center.** The Durham Veterans Administration Medical Center, with 435 beds, annually admits over 7,000 patients. The hospital is within walking distance from the School of Medicine and has closely integrated teaching and training programs for medical students and house staff. These programs are provided by the full-time professional staff who are members of the faculty of Duke University School of Medicine.

**Sea Level Hospital and Extended Care Facility.** Sea Level Hospital and Extended Care Facility in Carteret County, North Carolina, became part of Duke University Medical Center in 1969 as a result of a gift by D. E. Taylor and family of West Palm Beach, Florida. The seventy-six-bed community hospital retains its professional and administrative staff, with representatives of the Medical Center serving in an advisory capacity.

**Lenox Baker Children's Hospital.** On November 1, 1987 the Lenox Baker Children's Hospital became a part of Duke University Medical Center, entering a new phase in its development as an orthopaedic and rehabilitation center for the children of North Carolina. A full spectrum of orthopaedic and rehabilitation services is offered to identify and meet realistic goals; and to educate, support, and assist families, schools, and communities in providing a rich environment for disabled children.

**Durham County General Hospital.** Durham County General Hospital is a county owned, 476-bed, general, short-term care community facility serving the residents of Durham County. This institution participates in many of the medical and health-related professional training experiences.

**Other Hospitals.** Various cooperative teaching and training programs are available for medical and allied health professional students and house staff at other hospitals including McPherson Hospital in Durham, Asheville Veterans Administration Medical Center in Buncombe County, John Umstead Hospital in Butner, Fayetteville Area Health Education Center in Fayetteville, and Cabarrus Memorial Hospital in Concord, North Carolina.

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## *Program Information*





## The Medical Curriculum

In recent years, analysis and appraisal of medical curricula have resulted in changes in many medical schools. Several factors have required these changes. Important among them are the increasing scope and complexity of medicine generally and the dissatisfaction with the sharp cleavage between basic science and clinical years. As a result of long study, the Duke University School of Medicine instituted a major revision of the curriculum, beginning with the class which entered in the fall of 1966.

The aims of the present curriculum are: (1) to provide a strong academic basis for a lifetime of growth within the profession of medicine, with the development of technical competence, proficiency, and the proper attitudes peculiar to the practice of medicine as well as an appreciation of the broader social and service responsibilities; (2) to establish for the first year a basic science program which will fulfill the purposes of the increasingly heterogeneous student body; (3) to offer both clinical and basic science education simultaneously; (4) to permit the student to explore personal intellectual preferences and capabilities; (5) to allow in-depth study in selected areas, either clinical or basic science; (6) to provide greater freedom of course selection and thus to encourage earlier career decision; and (7) to achieve better integration of the medical school curriculum with residency training and the practice of medicine.

The curriculum, while offering a previously unattainable degree of flexibility to medical education and new opportunities for intellectual exploration, also makes heavy demands upon the student. It should be recognized that medical students at the Duke University School of Medicine are expected to maintain a consistent level of performance and to demonstrate qualities of initiative and dedication to their chosen profession. A scholarly attitude toward medicine that will continue throughout an entire career is an important objective of the medical school. The foundations of this attitude to learning should accompany the student upon entering.

Students are expected to maintain at all times a professional attitude toward patients, to respect confidences, and to recognize that they are the recipients of privileged information only to be discussed within the context of scholarship and in circumstances that truly contribute to the educational process or to the care of the patient. This attitude involves consideration not only of speech and personal appearance but also of morality, honor, and integrity.

Beginning in the fall of 1987, the School of Medicine greatly enlarged the focus on ethics and human values in the curriculum. In the face of major advances in medical technology and sciences, today's medical student must be prepared to deal with new complexities of medical practice. These advances and complexities also make it of paramount importance that medical education enable each student to grow in both depth and breadth as a human being. The Duke University School of Medicine is rising to this challenge.

## Doctor of Medicine Degree

The degree of Doctor of Medicine is awarded, upon approval by the faculty of Duke University, to those students who have satisfactorily completed the academic curriculum; demonstrated the intellectual, personal, and technical skills to function as a competent physician; demonstrated their fitness to practice medicine by adherence to a high standard of ethical and moral behavior.

The faculty of Duke University School of Medicine have developed general guidelines for technical standards for medical school admissions and degree completion. These are based on the report published by an AAMC Special Advisory Panel in January 1979, and are available on request from the school.

The awarding of degrees is contingent upon payment of, or satisfactory arrangements to pay, all indebtedness to the University.

**Course Requirements—First Year.** The student will study the principles of all the basic science disciplines. Rather than mastering an encyclopedic array of facts, the purpose will be to acquire familiarity with the major principles of each subject. The year will consist of instruction in the following:

Semester 1	Credit
Biochemistry	4
Genetics	2
Cell Biology	2
Microanatomy	2
Medical Physiology	4
Gross Human Anatomy	4
Clinical Arts	0
	<hr/> 18
Semester 2	Credit
Basic Neurobiology	4
Human Behavior	2
Microbiology	5
Immunology	2
Pharmacology	4
Pathology	5
Clinical Arts	0
	<hr/> 22

Following the first year, there is a vacation before the Introduction to Clinical Diagnosis course starts in the third week of July. Every class has Labor Day, Thanksgiving, Christmas, and spring break with the exact dates depending upon rotation and class schedules.

**Course Requirements—Second Year.** Satisfactory completion of the first year curriculum is a prerequisite to the second year curriculum. The second year will provide an exposure to clinical science disciplines, which permits students early in their careers to become participants in the care of patients. The acquired appreciation of the problems of the clinical areas and the opportunities to recognize the applications of the basic

sciences should lead to a more meaningful selection of courses for the subsequent two years.

The Introduction to Clinical Diagnosis course, which occupies the seven weeks preceding the core clinical rotations, is followed by eight-week rotations in internal medicine, surgery, obstetrics/gynecology, pediatrics, and psychiatry, and either an eight-week rotation in family medicine or a four-week rotation in family medicine and a four-week rotation in neurology.

**Course Requirements—Third and Fourth Years.** Satisfactory completion of the second year curriculum is a prerequisite to the elective curriculum. The third and fourth (elective) years of undergraduate medical education build upon the experience in basic science and clinical medicine gained in the earlier years. The elective course offerings are described in the different departmental sections in this bulletin. The wide selection affords an opportunity for the student, with guidance from advisers, to design a program that best satisfies her or his needs.

The purpose of the basic science experience, usually occurring in the third year, is to provide the student with an opportunity to focus in an area or areas of interest and to pursue, in depth, a scholarly activity. Time may also be spent gaining strength in areas of basic science weakness. Each student determines a home base study program for the basic science elective experience. With the aid of advisors, the individual basic science elective program is devised to include an area of scholarly work to pursue which may or may not be an independent biomedical research project. Any combination of: (a) research preceptorship, (b) tutorials, or (c) courses inside or outside the home base study program may comprise the overall basic science elective experience. With rare exception, the basic science elective experience should be taken as a block.

Normally, the student completes nine months of basic science research and receives thirty-six basic science credits for her or his work. Some students, however, have research interests that cannot be accommodated within this interval of time. Such a student can devise an individualized plan of study that includes a twelve month period of intensive basic science research. The proposed plan is submitted for approval to the Third Year Study Program Directors Committee in early spring of the second year. If the plan is endorsed, the student following this curriculum earns forty, rather than thirty-six, basic science credits for her or his research.

As a third alternative, other students choose at the end of the second year to enroll in a Ph.D. program in the basic sciences. After requirements for that degree are satisfied, usually in two or three years, such a student returns to the Medical School and, if approved, is granted forty basic science credits toward the M.D. degree based upon the completed graduate work.

The clinical elective experience, usually occurring in the fourth year, should be used to: (1) aid in decision making about the area of choice of postgraduate training, (2) obtain experiences in areas that would not be included in that postgraduate training, and, above all, (3) pursue active experiences in patient care sufficient to provide the basic skills necessary for doctor-patient interaction. The student participating in a nine month program of basic science research is required to complete thirty-six clinical science credits during the elective years. The student enrolling in a twelve month program of such research or in a M.D./basic science Ph.D. program is required to complete thirty-two clinical science credits. Every student must complete a total of seventy-two elective credits to be eligible for graduation.

The third and fourth years are divided into four terms of sixteen weeks each. Certain courses as noted are offered during the summer term, which also is of sixteen weeks in duration.

**Promotion.** Where appropriate, certification by the individual faculty person or by the delegated representative of each departmental chairman that a student has satisfactorily completed requirements for a course shall constitute grounds for a grade of



"passing" or a grade of "passing with honors." "Passing with honors" is reserved for those students who have performed in an extraordinary manner in the opinion of the faculty.

An "incomplete" grade shall be reserved for those students who have not met all of the requirements because of illness or other such extenuating circumstances. "Incompletes" that are not satisfied within one calendar year automatically become "failures." It is the departmental chairman's responsibility or that of the delegated representative of the departmental chairman to certify that an "incomplete" has been satisfied and to so notify the Registrar. A "passing grade" shall be placed alongside an "incomplete" on the permanent and official transcript. All first year courses must be satisfactorily completed before a student may enroll in second year courses. Normally, all second year courses must be satisfactorily completed before a student may enroll in the elective curriculum.

A "fail" grade is recorded on the permanent record of a student by the Registrar upon certification by the individual faculty person or the delegated representative of the departmental chairman that unsatisfactory work has been done in the opinion of the faculty. Failures cannot be erased from the permanent record but the requirements of the course may be satisfied by repeating the course in a satisfactory manner at which time a passing grade is recorded on the official and permanent transcript.

Each student's record will be reviewed periodically by promotions committees composed of course directors or their designees from the appropriate departments. There will be two such committees: one for the first year and one for the second year. Recommendations by these committees will be made to the Dean of Medical Education who may follow one of several options:

1. Promote students whose work is satisfactory;
2. Warn students whose work is less than satisfactory that they must improve their scholastic endeavor;
3. Place on probation students whose work is unsatisfactory; or
4. Request the resignation of any student who is considered an unpromising candidate for the degree of Doctor of Medicine.

A student wishing to appeal a decision may do so to the Dean of Medical Education within two weeks of notification.

The Dean of Medical Education, with the advice of the Medical Center Policy Advisory Committee, reserves the right to require the withdrawal of any student at any time if, in his opinion, the student should not continue in the School of Medicine.

**Satisfactory Progress.** Satisfactory progress for students in the School of Medicine shall be construed as the successful completion of all requirements necessary for the advancement from one year to the next. These requirements are as follows:

*First to Second Year.* Completion of core basic science courses in one calendar year.

*Second to Third Year.* Completion of core clinical science courses within fourteen months.

*Third to Fourth Year.* Completion of 36 elective course credits within one calendar year.

*Fourth Year to Graduation.* Completion of an additional 36 elective credits within one calendar year.

In unusual circumstances (including illness, remediation or irregular sequence of courses) the determination of satisfactory progress (for both academic and financial aid purposes) will be made by the Dean, Medical Education.

**Leave of Absence.** With the approval of the Dean of Medical Education, a student may be granted an official leave of absence for two or more consecutive terms but not to exceed one calendar year. Extensions beyond one calendar year require yearly

approval by the dean. In the following circumstances a student must request a leave of absence: a freshman who will not be enrolled for the entire first year; a sophomore who will not be enrolled during an entire term and, thereby, not complete the core clinical science courses within fourteen months; and a third or fourth year student who will not be enrolled for consecutive terms in the fall, spring, and/or summer.

**Visiting Students.** The School of Medicine provides opportunities for visiting students to enroll in elective courses for a maximum period of eight weeks. The School of Medicine does not offer long term or extensive clinical experience (sometimes called externships or clerkships) sufficient to satisfy the clinical educational requirements of foreign medical schools. A registration fee (currently \$50; subject to change) is required. For information write to: Coordinator, Visiting Students, Box 3005, Duke University Medical Center, Durham, North Carolina 27710.

## Combined Degree Programs

**Medical Scientist Training Program.** The Medical Scientist Training Program is designed for highly qualified students strongly motivated toward a career in medical sciences and academic medicine. It provides an opportunity to integrate graduate education in one of the sciences basic to medicine with the full clinical curriculum of the School of Medicine. The program requires, on the average, six to seven years of study and leads to both the M.D. and Ph.D. degrees. Although the special emphasis of this program is on basic medical science, the trainees, because of their education in clinical medicine, have a remarkable range of career opportunities open to them. Graduates of this program follow one of two broad paths. Some embark directly on careers in teaching and research in one of the basic medical sciences, while maintaining strong ties with clinical science as a result of their combined training. Others enter residency programs before pursuing investigative and teaching careers in clinical medicine, carrying with them strong academic backgrounds which allow them to conduct fundamental research with a foundation of superior training and experience in basic sciences.

**Eligibility.** Applicants must meet the admission requirements of both the Medical School as a candidate for the M.D. degree, and the Graduate School as a candidate for the Ph.D. degree. Most candidates apply for admission to the first year of the program, but in special cases applications can be accepted from students who are in residence in the Medical School or Graduate School of Duke University. In addition to the minimum requirements for acceptance to the Medical School and the Graduate School, advanced course work in science and mathematics and prior research experience (or other evidence of research aptitude) will count heavily in the selection of candidates.

**Financial Support.** Students admitted to the first year of the program will receive a traineeship award, consisting of a stipend and full tuition allowance, provided by a National Research Service Award from the National Institutes of Health. Currently the annual stipend is \$11,000, and financial support from that award can be furnished for up to six years, assuming normal progress. These six years need not be consecutive; this permits flexibility in funding in case more than six years are required for completion of the curriculum. Funding by the NIH is limited to citizens or permanent residents of the United States.

**The Training Program.** This program has been designed to offer trainees great latitude in the selection of course material. Basic requirements are two academic years composed of the first basic science year and the second clinical science year of the curriculum for medical students at Duke University. Following completion of the second year, the trainee enters the graduate program to complete the requirements for the Ph.D. degree. One more academic year of elective clinical study is necessary to complete the requirements for the M.D. degree. Both degrees are awarded at the completion of this sequence. Minor variations in this schedule can be arranged if this is advantageous to the student's education.



*Year 1—Core Basic Science Year.* This year consists of courses in anatomy, biochemistry, genetics, microbiology, pathology, pharmacology and physiology.

*Year 2—Core Clinical Science Year.* This year encompasses a comprehensive approach to medicine oriented to the patient as a whole. The year provides fundamental training in clinical medicine, with emphasis on the relationships between general biological processes, from conception through birth, development, and maturation to senescence and death, as well as individual clinical states. Special consideration is devoted to the pattern of developmental sequences and to the changes in that pattern determined by genetic composition and the particular environment in which the patient lives.

During the second year, the trainee is taught primarily by teacher-investigators from the clinical departments. The Introduction to Clinical Diagnosis course occupies the seven weeks preceding the core clinical rotations. The balance of the second year consists of equal eight-week rotations. These rotations are offered in internal medicine, surgery, obstetrics/gynecology, pediatrics, psychiatry, and family medicine.

*Years 3, 4, 5, (6)—The Graduate Years.* During the third, fourth, fifth and, if necessary, sixth year of the program, the trainee pursues graduate study to satisfy the requirements for the Ph.D. degree.

These requirements include: (1) completion of necessary course work, (2) adequate performance in the preliminary examination, (3) original research suitable for a dissertation, and (4) successful defense of the thesis in the final examination. Detailed description of the other general requirements for the Ph.D. degree are stated in the *Bulletin of the Graduate School*.

The graduate curriculum of each trainee is developed in consultation with the director of graduate studies of the department in which the trainee elects to study and requires the approval of the Medical Scientist Training Program Committee. Since most of the ordering ideas and experimental techniques of all the medical sciences derive from mathematics and the physical sciences, it is essential to ensure that all students in the program have an adequate foundation in these subjects. Because of the close working relationship and geographical proximity of the departments of medical and physical sciences at Duke the setting is unusually favorable for the achievement of that goal.

Descriptions of the graduate courses in the Departments of Biological Anthropology and Anatomy, Pathology, Microbiology and Immunology, Biochemistry, Genetics, Cell Biology, Pharmacology, Biomedical Engineering, Neurobiology, and Computer Science are listed in the *Bulletin of the Graduate School*. Trainees are encouraged to select courses which relate to their developing individual interests rather than follow a prescribed curriculum applied to all students in a given discipline. Such range, flexibility, and freedom are the essence of graduate education. The original research and dissertation of each trainee is supervised by a faculty adviser chosen by the trainee in consultation with the Director of Graduate Studies in the appropriate department. The faculty adviser is the chairman of the trainee's supervisory committee, which consists of at least three members from the major department. This committee generally administers the preliminary examination before the student commences original research and the final examination after the student completes the dissertation.

*Final Year—An Elective Year in Clinical Science.* In this year, which is entered only after completion of all requirements for the Ph.D. degree, a faculty adviser from the clinical discipline in which the student is most interested is assigned. The student and the adviser construct an individualized curriculum, which often places major emphasis on one clinical area and minor emphasis on other fields. One aim is the integration of research interests and clinical experience in such a way that the student's research competence will be facilitated; therefore, this year is planned with regard to the trainee's proposed career in research as well. This elective year provides further training in clinical medicine to complement the second or core clinical year, so that the trainee's total clinical experience is the same as that given in the regular clinical years of medical school (the third and fourth years in the majority of schools). It should be noted that



since students in the program receive the M.D. degree upon completion of this final year, great care is taken by the faculty to ensure that students are competent and knowledgeable in current concepts of patient care. It is hoped that the final year will provide the student with an experience which is not repeated during the residency but will serve to complement later phases of training. Thus, future surgeons might be exposed to fields other than surgery, since they will receive intensive training in that discipline during their residency programs.

*Application and Admission Procedure.* The following guidelines should be observed by individuals applying to the Medical Scientist Training Program.

1. The application form for the Duke University School of Medicine should be completed and submitted as early as possible, since acceptance into the Medical Scientist Training Program requires acceptance by both the Program Committee and the Medical School Admissions Committee. Applicants who cannot be accepted into the program are still fully eligible for acceptance to the Medical School if the Medical School Admissions Committee considers them qualified and desirable.
2. The application form for the Medical Scientist Training Program should be completed and submitted no later than 1 December. The application to the School of Medicine should be mailed no later than 15 December.
3. To facilitate review of this application, the Medical College Admission Test should be taken, if possible, in May of the year in which the application is submitted.
4. Only those applicants who are accepted for the program are requested to complete an application form for the Graduate School. The Graduate Record Examination is not required for this purpose.
5. Applicants are notified about acceptance into the program on or about 15 February.

Additional information may be obtained by writing Salvatore V. Pizzo, M.D., Ph.D., Director, Medical Scientist Training Program, Box 3712, Duke University Medical Center, Durham, North Carolina 27710.

**The Medical Historian Program.** The Medical Historian Program is conducted under the auspices of the School of Medicine and the Graduate School. Two courses are offered: a combined M.D.-Ph.D. (extending over six years) and a M.D.-M.A. (four or five years depending on use of summer sessions). The choice of Ph.D. or M.A. depends on the career goals of the students. Those wishing to put a major effort into scholarly activities in the history of medicine will generally be advised to undertake the Ph.D.

The basic requirements for both courses are two academic years in the School of Medicine consisting of core basic sciences in the first year and core clinical rotations in the second year. The student then enters the Department of History. A range of appropriate courses are available. Following the completion of the Ph.D. or M.A., the student resumes requirements for the M.D. degree.

*Application and Admissions Procedures.* Applicants must meet the requirements for admission to the School of Medicine and the Graduate School in the Department of History. Candidates who have completed two years of medical school will also be considered. In addition to the minimum requirements established by the School of Medicine and the Graduate School, courses in history and in the history and philosophy of science will count in the selection of candidates.

Applicants should complete and submit an application form to the Duke University School of Medicine and to the Graduate School for admission to the Department of History.

Additional information may be obtained by writing to: Peter C. English, M.D., Ph.D., Box 3675, Duke University Medical Center, Durham, North Carolina 27710.

**The Medicine and Public Policy Program.** This program, which normally requires a maximum of five years to complete, is offered to meet the growing demand for persons who combine medical skills and training with a capacity for analytic public decision-making. It aims at training those persons with requisite talent to be leaders in the development and implementation of health policy at all levels of government. Such leadership might be provided as an elected or career public official, as a leader of medical professional organizations, or as a practicing physician or medical scholar active in public affairs.

Utilizing the faculty and resources of the School of Medicine and the Institute of Policy Sciences and Public Affairs, the program offers students a multidisciplinary education that aims at providing:

1. A complete course of study in basic medical sciences and clinical training in the practice of medicine identical in scope and rigor with the education received by students enrolled in the Doctor of Medicine program alone;
2. Familiarity with the organization and financing of health services, with particular focus on the economics and politics of health care;
3. An understanding of the political, bureaucratic and social processes that define public problems and limit alternative approaches to their solutions;
4. A capacity for quantitative and logical methods of analysis useful in forecasting and appraising policy consequences and in evaluating existing policies;
5. An understanding of the uses and limitations of various analytic techniques and an awareness of the value considerations and ethical choices implicit in particular policy alternatives.

During the first two years at Duke, students enroll in the normal course of study in the School of Medicine. In the third year, course work shifts primarily to the institute. In the fourth year, students do most of their work in the School of Medicine and complete a client-oriented study of a particular problem in health policy. During the fifth year, students complete their requirements in the School of Medicine, at the completion of which they receive both the M.D. and A.M. in public policy sciences degrees.

*Admissions.* Students may apply for admission to the program in medicine and policy sciences concurrent with application to the School of Medicine or during their first or second years.

*Applications.* Requests for applications and specific questions about the program should be addressed to the Director of Graduate Studies, Institute of Policy Sciences and Public Affairs, P.O. Box 4875, Duke Station, Durham, North Carolina 27706.

**The M.D.-J.D. Program.** The School of Medicine and the School of Law of Duke University jointly sponsor a program of combined medical and legal education. The program provides an opportunity to acquire a full basic study of the two fields. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.D. and the J.D. degrees.

*Course of Study.* The student in the M.D.-J.D. Program generally begins a six-year course of study in the School of Medicine. As in the regular M.D. Program, the first year is devoted to the basic medical sciences and the second year to the basic clinical disciplines. At this point the student enters the School of Law, where the first-year curriculum is the same as that of other law students. During the next two years the student takes approximately one and one-half years in the law curriculum, including available health law courses, and one-half year of elective basic science work. In addition, some students pursue legal clerkships during these two summers to gain experience in health care law. The sixth and final year is spent in elective clinical work in the medical school tailored to the student's specialized needs.

*Eligibility.* Applicants for the M.D.-J.D. Program must qualify for admission to both the School of Medicine and the School of Law. The usual approach is to apply for both

schools simultaneously, thus reserving a place in the program prior to arrival. Applications are also accepted from members of the first and second year medical school class for admission to the School of Law and from the second year law school class for admission to the School of Medicine.

*Application Procedure.* Application forms for the School of Law may be obtained by writing to the Office of Admissions, Duke University School of Law, Durham, North Carolina 27706. Applications for the School of Medicine shall be made by utilizing the AMCAS procedure described in this bulletin.

*Deadlines.* For those seeking simultaneous admission to both schools: at the end of the junior year take the new Medical College Admissions Test (MCAT) and the Law School Aptitude Test (LSAT).

For the Medical School, complete the AMCAS application procedures. Upon receipt of the supplemental application form from Duke, check the box indicating M.D.-J.D. Program. Deadline for AMCAS procedure is 1 November. There is no deadline for the Law School but 15 January or earlier submission is suggested.

**The M.D.-M.P.H. Program.** Students enrolled in the School of Medicine, after satisfactory completion of the first two years of the regular curriculum, may request approval to seek a Master of Public Health degree at the University of North Carolina, Chapel Hill, or at another approved institution. The program is designed to train physicians in epidemiology, biostatistics, environmental and occupational health, and in planning, administering, and evaluating health care delivery systems. Upon receipt of the M.P.H. degree, students are awarded one half year (18 units) of elective credit toward the M.D. degree. This credit award, to be made by the Dean for Medical Education, may be prorated between clinical and basic elective units depending upon the course of study pursued by the student.

For additional information, interested students should contact Eugene Broadhead, M.D., Ph.D., Department of Community and Family Medicine, Duke University School of Medicine, Durham, North Carolina 27710 at the beginning of the second year.

**Commencement.** Graduation exercises are held once a year, in May, when degrees are conferred on, and diplomas are issued to, those who have completed requirements by the end of the spring semester. Those who complete degree requirements at the end of the fall or summer terms receive diplomas dated 30 December or 1 September, respectively. There is a delay of about one month in the mailing of September and December diplomas because diplomas cannot be issued until they are approved by the Academic Council and the Board of Trustees.

## Graduate Medical Education

**Residencies.** Appointments are from 1 July through 30 June with few exceptions. Residents receive stipends, professional liability insurance, disability insurance, life insurance, uniforms, and laundry of uniforms.

Residencies offered with the chairman or chief of each service are as follows:

Anesthesiology.....	(Acting Chm.) J. G. Reves, M.D.
Family Medicine .....	(Chm.) George Parkerson, M.D.
Occupational Medicine.....	(Chf.) George Jacksonn, M.D.
Internal Medicine.....	(Chm.) Joseph Greenfield, M.D.
Dermatology.....	(Chf.) Sheldon Pinnell, M.D.
Neurology.....	(Chf.) Allen Roses, M.D.
Obstetrics and Gynecology .....	(Chm.) Charles Hammond, M.D.
Ophthalmology.....	(Chm.) Robert Machemer, M.D.
Anatomic and Clinical Pathology .....	(Acting Chm.) John Shelburne, M.D.
Dermatopathology .....	(Chf.) Robin Vollmer, M.D.
Neuropathology.....	(Chf.) Peter Burger, M.D.
Pediatrics.....	(Chm.) Michael Frank, M.D.



Pediatric Allergy .....	(Chf.) Rebecca Buckley, M.D.
Pediatric Cardiology .....	(Chf.) Madison S. Spach, M.D.
Psychiatry .....	(Acting. Chm.) Dan Blazer, M.D.
Child Psychiatry .....	(Chf.) John G. Looney, M.D.
Radiology .....	(Chm.) Carl Ravin, M.D.
Diagnostic Radiology .....	(PTD.) Reed Rice, M.D.
Therapeutic Radiology .....	(Chf.) Leonard Prosnitz, M.D.
General Surgery .....	(Chm.) David C. Sabiston, Jr., M.D.
Neurosurgery .....	(Chf.) Robert H. Wilkins, M.D.
Oral Surgery .....	(Chf.) Donald J. Serafin, M.D.
Orthopaedic Surgery .....	(Chf.) James R. Urbaniak, M.D.
Otolaryngology .....	(Chf.) William R. Hudson, M.D.
Plastic Surgery .....	(Chf.) Donald J. Serafin, M.D.
Thoracic Surgery .....	(Chf.) David C. Sabiston, Jr., M.D.
Urology Surgery .....	(Chf.) David F. Paulson, M.D.

Duke University Medical Center is a participating member of the National Resident Matching Program, One American Plaza, Suite 807, Evanston, Illinois 60201, and all applicants for first-year postmedical school appointments must register with this program.

Both men and women graduates of any L.C.M.E.-accredited medical school are eligible for appointment and all applicants will be considered without regard to race, color, religion, sex, or national origin.

Requests for application forms and information about straight residencies should be addressed to the Chairman of the service under which training is desired. A transcript of the medical school record is required, and must either accompany the application or be furnished by the Dean of the Medical School.

Graduates of medical schools outside the United States and Canada must hold a valid standard or interim certificate of the Educational Commission for Foreign Medical Graduates (ECFMG), 3624 Market Street, Philadelphia, Pennsylvania 19104, to be considered for appointment to residencies. Physicians who are not U.S. citizens or permanent residents and who will need sponsorship as J-1 exchange visitors must have passed the National Board of Medical Examiners Exam (NBME) Parts I and II, or the Foreign Medical Graduate Examination in the Medical Sciences (FMGEMS) or the Visa Qualifying Examination (VQE) to be eligible for a visa. An application which does not include a copy of a valid ECFMG certificate and evidence of passage of one of these exams will be considered incomplete and may be discarded without further notice to the applicant. First-year positions are rarely available for foreign medical graduates. For further information contact Catheryn Cotten, International Office, Box 3882, Duke University Medical Center, Durham, North Carolina 27710.

Reasonable requests for reduced scheduling will be considered. Inquiries should be directed to the training program directors of approved residencies or to the Office of House Staff Affairs. For further information, please contact Mary C. Fendt, Administrator, House Staff Office, Box 3951, Duke University Medical Center, Durham, North Carolina 27710.

The Durham Veterans Administration Medical Center adjoins the Duke University Campus and is operated under the supervision of the vice-president's Committee of the Duke University Medical Center. The full-time professional staff of the V.A. Medical Center are all faculty members of the School of Medicine. All training programs are integrated with corresponding programs at the Duke University Medical Center, including rotation of house officers at each hospital.

All residents and clinical fellows are required to be licensed by the State of North Carolina. This may be accomplished by (1) a residency training license that covers only training by Duke and is not convertible to a full North Carolina license or (2) a full North Carolina license that is a complete medical license obtained either by State Boards (North Carolina Boards can only be taken upon completion of internship) or National Boards and is fully reciprocal with other states for full licenses. Duke University Medical Center

cannot make applications for house staff. Since house staff members must have the license before beginning duties, arrangements for the license should be made in advance. All incoming house staff must contact Bryant Paris, North Carolina State Board of Medical Examiners, P. O. Box 26808, Raleigh, North Carolina 27611-6808, for current licensure requirements.

Application forms and information for residencies or fellowships may be obtained by writing the chairman of the appropriate department, Duke University Medical Center, Durham, North Carolina 27710.

## Postgraduate Education

**Continuing Medical Education.** From its beginning in 1930, Duke has been committed to and actively engaged in a program of training young men and women for academic and scientific careers, as well as for the practice of medicine. This philosophy in concert with the aims and goals of both the School of Medicine and Duke University Hospital has fostered the development of continuing medical education, the mechanism for providing opportunities to continue the pursuit of excellence in medical education.

*Mission.* The Duke University Medical Center with its School of Medicine and Hospital are committed to the continuing education of physicians and other health professionals. A goal of improving patient care provides the impetus of programs for continuation of physician education following undergraduate and graduate medical education. The medical administrators of the Medical Center recognize that there is an educational responsibility which is included in the medical mission of the institution.

Within the purview of the Duke University School of Medicine and the academic affairs branch of the Medical Center, the Office of Continuing Education (CME) has been designated to implement the institution's commitment to continuing medical education.

The Dean of Medical Education appoints the Associate Dean of Continuing Medical Education who is responsible for providing leadership, liaison, and recommendation for departmental and institutional CME activities.

To assist the Associate Dean of Continuing Medical Education, the Dean has appointed a committee that assists with the implementation of continuing medical education. The committee is composed of representatives from the departments, special divisions, or special areas of the Medical Center. The committee is charged with advising on policies and procedures for the development of continuing medical education within the School of Medicine and the Medical Center.

The Office of Continuing Medical Education and the committee are jointly charged with the following responsibilities:

1. Advise on development of CME policies and procedures;
2. Initiate CME activities;
3. Maintain the CME program's national accreditation;
4. Offer CME credit for approved activities;
5. Monitor CME activity development and execution in response to the needs of practicing physicians;
6. Maintain responsibility of recording CME credits issued to participants of all Duke University School of Medicine approved activities;
7. Provide guidelines, recommendations, and support for new and innovative CME activities following appropriate needs assessment;
8. Initiate CME activities in cooperation with departments of the Duke University Medical Center, the Office of Medical Alumni Affairs, and other appropriate organizations within the institution that embrace the CME commitment to alumni and practicing clinicians in the state, region, and nation; and,

9. Seek new sources of additional support for CME programming and development.

Numerous formal postgraduate courses are given throughout the entire year for physicians in general practice as well as in all specialties. Conferences and tutorial seminars are also available to any physician who desires to attend and participate. Physicians in practice may make arrangements for a period of one day or more for courses tailored to their particular interests. These personal contacts with senior faculty and residents, including patient examinations as well as follow-up care, provide in-house training experience.

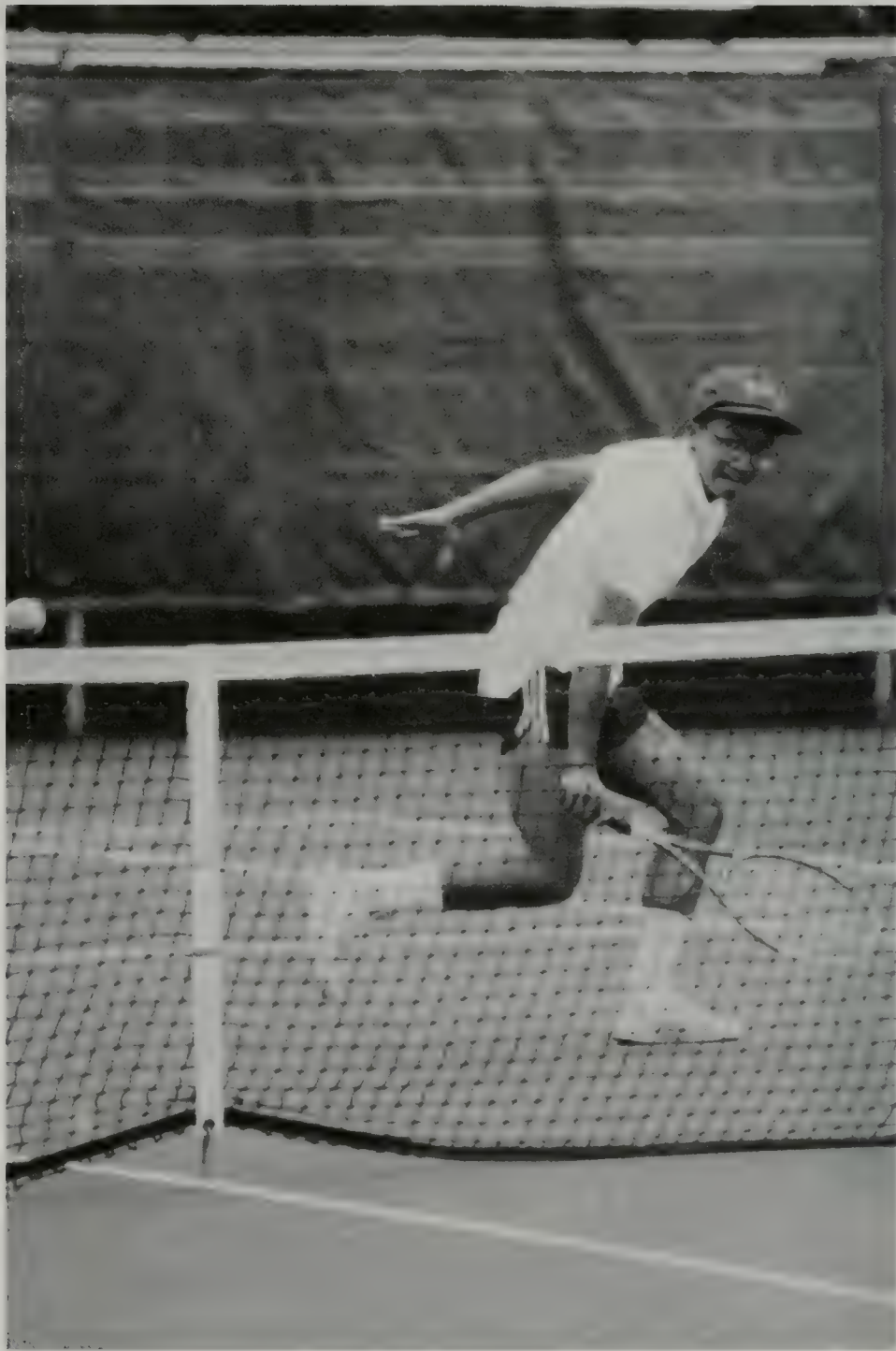
For additional information, please contact Arthur C. Christakos, M.D., Associate Dean, or Cynthia C. Easterling, M.Ed., Associate Director, Continuing Medical Education, Duke University Medical Center, Box 3108, Durham, North Carolina 27710, (919) 684-6878 or toll free 1-800-222-9984.





## *Student Life*

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## **The University**

Duke University, located in Durham, North Carolina, has an enrollment of 10,826 students from all fifty states and from many foreign countries. Currently, Trinity College of Arts and Sciences, the Graduate School, and the Schools of Business Administration, Divinity, Engineering, Forestry, Law, Medicine, and Nursing comprise the University.

Durham, with a population of more than 100,000, is in the Piedmont region of North Carolina, which has easy access to the sea coast and mountains. It is one of the three cities bounding the Research Triangle Park where numerous private research laboratories and governmental agencies are located. Duke University is twenty-five miles from North Carolina State University in Raleigh, eight miles from the University of North Carolina at Chapel Hill, and is in the same city as North Carolina Central University.

## **Conduct of Students**

Duke University expects and will require of all its students cooperation in developing and maintaining high standards of scholarship and conduct.

All students are subject to the rules and regulations of the University which are currently in effect, or which, from time to time, are put into effect by the appropriate authorities of the University.

Any student, in accepting admission, indicates the willingness to subscribe to and be governed by these rules and regulations and acknowledges the right of the University to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate, for failure to abide by such rules and regulations, or for conduct adjudged unsatisfactory or detrimental to the University.

## **Living Accommodations**

Duke University has several residential apartment facilities in which graduate and professional students live. These apartments are available for continuous occupancy throughout the calendar year. All the apartments are completely furnished by the



University. An itemization of furnishings is included with the floor plans sent out in the application packet.

Spaces in apartments for single students are provided on an individual basis with each student paying rent per academic term to the University. This method permits students to share apartments with others of their choice. When this is impractical, the Department of Housing Management strives to place persons with similar interests together.

**Town House Apartments.** Town House Apartments, located about three blocks from the main East-West Campus bus line, is a thirty-two-unit complex. These apartments are more spacious than most apartments found on campus or in Durham. Because of its location away from the academic facilities, students find that these apartments offer a change from normal campus life and activities.

Each air-conditioned apartment includes a living room, a master bedroom, a smaller bedroom, a bath and a half, and an all-electric kitchen with a dining area. Spacious closets and storage spaces are provided within each apartment. A swimming pool, located in the center of the complex, is open during the late spring and throughout the summer months.

Occupants must make arrangements with the local telephone company, GTE, to pay for telephone service. GTE usually requires a deposit when initial application for service is made. The company should be contacted prior to arrival as it usually takes several days to obtain service.

**Central Campus Apartments.** During 1975, Duke University completed a 500-unit apartment complex.

A swimming pool, located in the center of the complex, is open during the late spring and throughout the summer months. Additional facilities include a pub, convenience store, tennis courts and basketball courts.

All utilities—water, heat, air-conditioning, and electricity—are provided. Telephone jacks are provided in each apartment. Duke University's Tel-Com supplies telephone service. Central Campus Apartments residents are responsible for providing their own phones and having them connected.

Efficiency, two-bedroom, and three-bedroom apartments are rented to graduate students. Efficiency units are very limited in number and are not generally available to new students.

**Application Procedures.** When students are informed of their acceptance to the Medical School they will also receive a postcard on which to indicate preference for University housing. This postcard should be returned to the Department of Housing Management. Detailed information on the types of accommodations and application forms will be forwarded to the accepted student. Assignment to all University housing is made on a first-apply, first-assigned basis, and it is not guaranteed.

**Off-campus Housing.** The Department of Housing Management maintains a listing of rental apartments, rooms and houses provided by property owners or real estate agencies in Durham. These listings are available in the department only; during the summer an assistant is available to answer questions and aid students in their attempt to obtain housing off campus. Information on commercial complexes in the Durham area may be obtained by indicating a preference for off-campus housing on the postcard which you will receive with your acceptance notice. Except for assuring that owners sign a statement of nondiscrimination, off-campus property is in no way verified and neither the University nor its agents negotiate between owners and interested parties.

The search for accommodations should begin as soon as possible after acceptance to the Medical School. A visit of two or three days will allow you the opportunity to make use of the off-campus service and to inspect personally the availabilities.

**Dining Facilities.** In addition to the Medical Center cafeteria, a number of dining facilities are located within a short distance from the Medical Center. Duke University Food Services (DUFFS) operates a variety of dining facilities, including an all-you-can-eat cafeteria, several a la carte restaurants, and fast food facilities. The many DUFFS locations on campus give Duke students virtually unlimited dining options.

## Services Available

**Student Personal and Professional Advisory Program.** One important objective of Duke University School of Medicine is to promote an informal, cordial student-faculty relationship. It is also felt that this type of relationship will promote better curriculum advising and career advising for the student. Each entering student is assigned to one of four Advisory Deans, who oversees his/her academic progress and with whom the student will meet in small groups and individually for personal advising, curriculum planning, and career counseling. A full-time Associate Dean is available to students for personal and crisis counseling or referral on a strictly confidential basis.

**Student Health Program.** The Student Health Program is administered by the Department of Community and Family Medicine, Duke University Medical Center. Medical services are provided by board-certified family physician faculty, physician assistants, and nurse practitioners.

**Pickens Health Center.** Pickens Health Center (684-6721), located on the corner of Erwin Road and Trent Drive, is the primary location for medical care. Students are seen by appointment Monday-Friday, 8:00 a.m.-6:00 p.m., Saturdays from 9:00 a.m.-1:00 p.m., and Sundays from 2:00 p.m.-5:00 p.m. A wide variety of services are available: medical care, gynecology clinic, health education, sports medicine, laboratory, pharmacy, travel and immunization, x-rays, cold/flu self-help table, allergy clinic, and nutrition counseling.

Students are encouraged to use the Pickens Health Center as their portal of entry to other health resources when needed, including the specialty clinics at Duke University Medical Center. This will help with coordination of appropriate care.

For problems arising after hours, students should call the Infirmary (684-3367). After consulting with the physician on call, the nurse may advise the student to come to the Infirmary or to the Duke Emergency Department (684-2413) for further evaluation. In the event of an obvious life-threatening emergency, students should go directly to the Emergency Department. If necessary, Duke Public Safety (call 911 or 684-2444) will provide on-campus transportation to the Emergency Department or the Infirmary.

**The Infirmary.** The Infirmary (684-3367), located on the fourth floor of Duke University Hospital South Division, purple zone, provides inpatient treatment of illnesses too severe to manage in the residence hall or apartment, but not requiring hospitalization.

**Health Education.** This component of student health is headquartered at Pickens Health Center (684-6721). Health education staff are available, by appointment, to assist students in making informed decisions that promote their health. Topics of concern include alcohol and other drug usage, eating and nutrition, sexually transmitted diseases, stress management, and others.

**Sports Medicine Services.** The Student Sports Clinic is located on West Campus, in the basement of Card Gym. A physical therapist is available from 3:00-7:00 p.m. weekdays, on a walk-in basis, to assess exercise-related problems, and to outline short-term treatment plans to aid recovery, and help prevent re-injury. The Sports Medicine Clinic is located on the third floor of the Finch-Yeager Building adjacent to Wallace Wade Stadium. There students may be seen by a student health physician, by appointment (684-6721).

**Confidentiality.** Information regarding the physical or mental health of students is confidential, released only with the student's permission.

**Health Fee.** All currently enrolled full-time students and part-time degree candidates are assessed a student health fee. This covers most services rendered within the student health program (see below) during each enrolled semester. An optional summer health fee for students not enrolled in summer sessions is also available through the bursar's office.

Health insurance is essential to protect against the high cost of unexpected illnesses or injuries which would require hospitalization, surgery, or the services of specialists outside the student health program. All students are strongly encouraged to be certain that they have such insurance. For those not adequately covered by other insurance, the Duke Student Insurance Plan is specifically designed to complement the coverage provided by the student health fee. Coverage for the student's spouse and dependent children may be purchased. Further information about this plan may be obtained from the student insurance office (684-6455) or from Hill, Chesson, and Associates (489-7426).

**Services Covered by the Health Fee.** The health fee covers most of the services at Pickens Health Center if medically indicated and rendered by a student health provider:

- medical care for acute and chronic illness, and minor injuries
- one annual health maintenance examination and associated studies
- laboratory and x-ray services
- confidential pregnancy testing

-medications required for short-term treatment of acute problems  
-immunizations required for programs receiving academic credit at Duke (note: a supplemental fee may be required for certain immunizations), excluding prematriculation immunizations

The health fee covers a variety of other services at Pickens and other locations:

- health education and health promotion including nutrition consultation
- sports medicine, not including specialists' (orthopaedic) services
- infirmary service, not including meals and not including diagnostic testing ordered by specialist consultants

-mental health and career counseling at CAPS

**Services not Covered by the Health Fee.** If you are unsure whether a service is covered, please ask one of the student health staff prior to receiving the service! You are financially responsible for the following:

- medical care provided in the Emergency Department, hospital, or other non-student health facility

-dental care

-pregnancy care or deliveries

-tests, procedures, prescriptions not medically indicated or those ordered by non-student health providers

-immunizations required for entrance to Duke or other universities, or for personal travel

-medications required for long-term use; contraceptives

Upon arrival on campus, all students receive a detailed brochure about the program and the services covered by the student health fee.

Student Health Program, Howard J. Eisenson, M.D., *Director*, Pickens Building

**Counseling and Psychological Services.** Counseling and Psychological Services (CAPS) is located in Page Building on West Campus. CAPS is a component of student services which provides a comprehensive range of counseling and developmental services to assist and promote the personal growth of Duke students.



The professional staff is composed of psychologists, clinical social workers, and psychiatrists experienced in working with young adults. They provide direct services to students including evaluation and brief counseling/psychotherapy regarding a wide range of concerns. These include issues of self-esteem and identity, family relationships, academic performance, dating, intimacy, and sexual concerns. Ordinarily students are seen for counseling by appointment. If your concern requires immediate attention, a CAPS staff member will assist you with the emergency at the earliest possible time.

Each year CAPS offers a series of self-development seminars and support groups. These explore such interests as stress management, career planning, and management of eating disorders. A special support group for graduate and professional school women is also offered. Interested students may contact CAPS for further information.

Another function of CAPS is to provide consultation regarding student development and mental health issues affecting not only individual students but the campus community as a whole. The staff works with other campus personnel including administrators, faculty, the student health staff, and student groups in meeting needs identified through such liaisons. Staff members are available to lead workshops and discussion groups on topics of interest to students.

## Student and Professional Organizations

**Alpha Omega Alpha.** Alpha Omega Alpha Honorary Medical Fraternity was founded in 1902 and the Duke University chapter, Alpha of North Carolina, was chartered in 1931. The society works to promote scholarship and research in medical schools as well as high standards of character and comportment toward patients among students and physicians. AOA elects to its membership students who have exhibited academic promise, clinical excellence, and leadership. Membership is limited to one sixth of each graduating class, and up to half of these may be elected in the junior year. AOA membership is also conferred upon physicians, including alumni and faculty members, who have distinguished themselves in research, teaching, and practice.

Duke University Chapter Councillor: Salvatore V. Pizzo, M.D., Ph.D.

Councillor-Elect/Secretary-Treasurer: Eric L. Effman, M.D.

President: James Schuster

Vice-President: John Stahl

**Davison Society.** All medical students are dues-paying members of the Davison Society, named for the first Dean of Duke Medical School. The society is governed by the Davison Council which consists of elected officers (President, Service Vice-President, Social Vice-President, Secretary, Treasurer, and Intramural Sports Chairman) and elected representatives from each class. Primary responsibilities of the council include: chartering of medical student groups, budgeting funds for student groups and medical school activities, organization of medical school activities and social events, appointment of medical students to Medical Center and University committees, and representing student views to the pertinent faculty and administration.

Medical student groups affiliated with, and in the past funded by the Davison Society include: the American Medical Student Association, the North Carolina Student Rural Health Coalition, the North Carolina Medical Society Student Chapter, the Student National Medical Association, Durham City Schools Seventh Grade Sex Education Program, *Shifting Dullness* (the medical student newspaper), and the Christian Medical Society.

Meetings of the council are open to all students and minutes of council meetings are posted. The members of the council are elected in the spring of each year except for the first year class representatives who are elected during the first fall after matriculation.

**The Engel Society.** The Engel Society, established in 1966 as a memorial to Professor Frank L. Engel, is designed to promote intellectual and social interaction between students and faculty. Membership is limited to six junior students and six senior students

who have demonstrated an inquisitive nature, humanitarian interests, and high scholastic ability. Four faculty members are selected annually by members of the society for three year terms. Six dinner meetings with guest speakers are held each year. Other students may be invited to participate.

**Duke University Medical Alumni Association.** The Duke Medical Alumni Association consists of over 8,000 members including all graduates of the Medical School, past and present faculty, and all past and present house officers of Duke Hospital. A magazine is sent to all members three times annually. November reunions are held each year in Durham. Alumni groups meet in several states and meetings are held in conjunction with the meetings of the American College of Physicians, the Southern Medical Association, the North Carolina Medical Society, and several departmental specialty society meetings. Several social functions for medical students are sponsored annually, as is a student seminar. The Medical Alumni Association also maintains a listing of alumni willing to host students in their local area. One of the more popular programs is the Student Candy Jar.

Officers. President: Thomas B. Dameron, Jr., M.D. 1947, Raleigh, North Carolina; Secretary-Treasurer: Jay M. Arena, M.D. 1932, Durham, North Carolina; R. C. "Bucky" Waters, Associate Vice-President for Health Affairs-Alumni and Development; Patricia M. Ashmore, Director, Medical Alumni Development and Programs.

## Awards and Prizes

**Davison Scholarship.** The Davison Scholarship award, consisting of \$2,000, is supported by the Davison Club in the memory of Dean Davison to enable a medical student to participate in a clinical science elective outside the United States in an area of primary care. Any student eligible to study away may apply for the award. For consideration for the scholarship, the elective must be approved by the Study Away Committee.

**Thomas Jefferson Award.** This award, consisting of \$100, a certificate, and a book recognizes a graduating senior student who has made outstanding contributions to the University or to fields which have not been traditionally confined to science and medicine. The award is given by the Awards Committee to a graduating senior.

**The Joseph Eldridge Markee Memorial Award in Anatomy.** This award, donated by the friends and family of the late Dr. J. E. Markee, James B. Duke Professor of Anatomy and Chairman of the Department of Anatomy from 1943 to 1966, consists of a certificate, medallion, and cash award of \$200. It is presented by the Department of Anatomy to the most outstanding student in anatomy during the first year in the Medical School.

**C. V. Mosby Book Award.** Three graduating senior students are selected by the Awards Committee for active participation in service to the students, community, and medical school. The award is a Mosby book of the student's selection.

**Trent Prize.** An annual award of \$100 is given to a Duke medical student for the best essay on any topic in the history of medicine and allied sciences. Mary Trent Semans established this award in memory of the late Josiah C. Trent to encourage students to undertake independent work in the history of medicine and to utilize the resources of the Trent Collection.

**Upjohn Award.** The award consists of \$200 cash and a certificate and is presented to a Duke graduating senior for excellence in community health science projects and service to the community.

**Sandoz Award.** This award is given to a senior student who has done distinguished work in basic science research or clinical research. Students will be nominated for this award by departmental chairmen with whom their work has been done. The work must

have been presented at the AOA symposium and voted upon by the Awards Committee. It consists of a plaque and a check for \$100 and is limited to one student.

**Ciba Award.** This award is given to a third year student who has contributed to the health care of the community. Students are nominated by the student body and voted upon by them. The award consists of the complete set of medical illustrations and text by Frank Netter.

**Other Awards.** Throughout the year, Duke Medical School receives notification of awards consisting of books, money, and/or plaques or medals to be awarded to students in a variety of fields at all medical schools on a national competitive basis selected by committees of the sponsoring organizations. These awards are screened by the Dean's office and publicized appropriately.



## *Admissions*



## Admission Procedures

Good study habits, intelligence, character, and integrity are essential qualifications for admission. Beyond this, premedical students should strive for an education that develops abilities to observe critically, think analytically, and work independently. Though a knowledge of basic scientific principles should be secured, the competence with which premedical students conduct their undergraduate careers is of more importance than the specific subjects which they study.

**Application for Admission.** The Duke University School of Medicine participates in the American Medical College Application Service (AMCAS). Application materials may be obtained from a premedical adviser or by writing: American Medical College Application Service, Association of American Medical Colleges, Suite 301, 1776 Massachusetts Avenue, N.W., Washington, DC 20036.

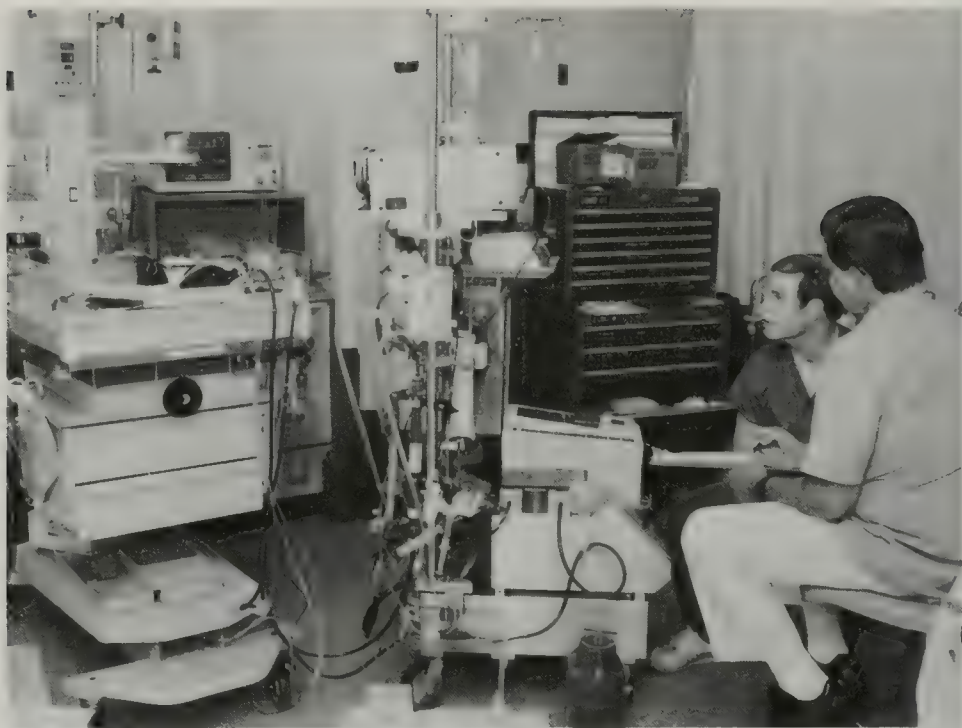
Upon receipt of the application materials from AMCAS, if credentials indicate, a supplemental application and other information will be mailed which will serve as notification of receipt of the application from AMCAS. Applications are received by AMCAS any time after 15 June until 15 October. Applicants are urged to file their applications as early as possible. The deadline for receipt of the supplemental application is 1 December.

Upon receipt of the supplemental application, two faculty members will determine whether or not to proceed with an interview.

**Requirements.** Admission to the School of Medicine requires a minimum of ninety hours of approved college credit including one year of college English (consisting primarily of expository English composition), one year of inorganic chemistry, one year of organic chemistry, one year of physics, one year of biology and/or zoology, and one year of calculus. An introductory course in biochemistry during the senior year would be helpful. All science requirements must be completed not more than seven years prior to entrance.

The Medical College Admission Test, administered by the American College Testing Programs and Services, P.O. Box 414, Iowa City, Iowa 52240, is required of all applicants. This test is given in April and September of each year at numerous colleges throughout the United States.

Students should consult their premedical advisers and arrange to take this test in April of the year they plan to submit applications for admission.



## **Selection**

The earliest date of notification of acceptance is 1 February for students entering the following August. Data on each candidate are carefully evaluated by the Committee on Admissions. A personal interview will be conducted at Duke for those students with satisfactory credentials. Candidates may have personal interviews with regional representatives of the Admissions Committee. Those candidates who demonstrate the most promise for exceptional performance in their future practice of medicine are admitted on the basis of merit. In order to ensure enrollment, accepted candidates must return a signed agreement and a \$50 deposit within three weeks after notification. Since admission is offered in advance of matriculation, it is provisional upon the successful completion of any incomplete premedical required subjects as well as the continued demonstration of scholarship in college course work.

## **Transfer**

Duke University School of Medicine does not accept transfer students except in unusual circumstances.

## **Advanced Placement**

Students who have been awarded Ph.D. degrees in biomedical or preclinical sciences may apply to be considered for a three-year program to obtain their M.D. degrees. This program consists of the regular core basic science courses required of all freshman medical students, core clinical rotations during the second year, followed by senior clinical electives. Students whose Ph.D.'s have not been awarded prior to expected matriculation will not be eligible for this program.



## Reapplication

Students who wish to apply for a second time should write AMCAS requesting new application forms. Supporting documents will be transferred to the new application file. These documents will be kept on file for three years.

## Summary

Three years of college work, a fifty dollar (\$50) nonrefundable application fee, a fifty dollar (\$50) deposit within three weeks of notification of acceptance, and the Medical College Admission Test are required. The estimated class size in 1991-92 freshman class is 100.

### Roster of Regional Representatives of Admissions Committee

Alabama:	<i>Birmingham</i> , Margaret M. Tarpey
Alaska:	<i>Sitka</i> , J. Paul Lunas
Arizona:	<i>Tucson</i> , Ruth H. Capp Bell, David S. Shimm
Arkansas:	<i>Little Rock</i> , E. Clinton Texter, Jr., Larry W. Williams
California:	<i>Artesia</i> , Garrett F. Saikley; <i>Berkeley</i> , Bruce Africa; <i>Burlingame</i> , J. M. Javer, Andrew Nadell; <i>Fairfield</i> , William R. Nesbitt; <i>Fontana</i> , Henry L. Burks; <i>Irvine</i> , A. Brian Davis; <i>La Jolla</i> , Herman F. Froeb; <i>Los Angeles</i> , Walter Lusk, Kenneth P. Ramming, Douglas F. Smiley; <i>Palo Alto</i> , John B. Simpson; <i>Redlands</i> , Perry Dyke; <i>Sacramento</i> , Sidney M. Gospe, Jr.; <i>San Diego</i> , Lars Erickson, Stuart B. Kincaid, Robin E. Rutherford, Donald J. Williams; <i>San Francisco</i> , Robert Kahn, R. Gray Patton, George W. Rutherford, Henry Safrit; <i>Walnut Creek</i> , David S. Forth
Colorado:	<i>Denver</i> , Michael J. Jobin, York E. Miller; <i>Englewood</i> , Bertram Goldberg
Connecticut:	<i>New Haven</i> , G. P. Beardsley, David J. Goodkind, Stephen J. Huot
District of Columbia:	<i>Jonca C. Bull</i> , Linda D. Green, Kurt D. Newman
Florida:	<i>Clearwater</i> , Catherine Suslavich; <i>Gainesville</i> , Jerry Berger, William F. Cassano, Timothy R. S. Harward, Alan Klein, Steve Roark; <i>Hallandale</i> , Norman Moskowitz; <i>Miami Beach</i> , Stephen W. Unger; <i>South Miami</i> , Leonard A. Kalman; <i>Tampa</i> , Richard G. Connor, Americo A. Gonzalvo, Douglas Reintgen
Georgia:	<i>Atlanta</i> , R. Wayne Alexander, Crawford F. Barnett, Jr.
Hawaii:	<i>Honolulu</i> , Stanley Karansky, John Mickey; <i>Kealahou</i> , Thomas E. Austin; <i>Wahiawa</i> , Ned Stoughton
Illinois:	<i>Barrington</i> , George Pepper; <i>Chicago</i> , John H. Buehler, George H. Gardner, Daniel J. Pachman, John D. Utley; <i>Elk Grove Village</i> , Gary E. Kay; <i>Geneva</i> , Charles A. Hanson; <i>Park Ridge</i> , Earl N. Solon
Indiana:	<i>Indianapolis</i> , Mark O. Farber, C. Conrad Johnston, Jr.
Kansas:	<i>Lenexa</i> , David L. Smith
Kentucky:	<i>Louisville</i> , Herbert Engelhard
Louisiana:	<i>Baton Rouge</i> , Karen H. Miller; <i>New Orleans</i> , John R. Dein, Nancy Haslett
Maryland:	<i>Baltimore</i> , John Modlin; <i>Olney</i> , Joseph Buffington



**Massachusetts:**

*Boston*, Ann W. Crosson, Matthew W. Gillman, Richard Kopelman, Brit Nicholson, Ellison C. Pierce, Jr., K. Lea Sewell, Stephen A. Sohn; *Cambridge*, Paul N. Chervin; *Hyannis*, Linda A. Bishop; *Newton Centre*, Bernard Levy; *Worcester*, Katherine S. Upchurch

**Michigan:**

*Davison*, Melissa Hamp; *Detroit*, John J. Fath; *Grosse Pointe*, John M. Lesesne

**Minnesota:**

*Lauderdale*, Christian T. Campos; *Minneapolis*, James Halikas, Richard L. Reece

**Missouri:**

*Bridgeton*, Thomas J. Banton, Jr.; *Kansas City*, Gerry Woods; *Springfield*, C. Norman Shealy; *St. Louis*, Scott J. Anderson, W. Edwin Dodson; *Webster Groves*, Julia L. Stevens

**Nebraska:**

*Omaha*, Linda K. Matson

**New Hampshire:**

*Concord*, Joseph R. Snow; *Exeter*, Eric D. Lister

**New Jersey:**

*Hackensack*, Steven P. Honickman; *Morrestown*, Michael S. Entmacher; *Morristown*, Neal D. Shore; *Pompton Plains*, Charles W. Ross; *Princeton*, Timothy Patrick-Miller; *Summit*, Wayne Sidman Barber; *Watchung*, R. Christopher Stucky  
*Bronx*, Steven R. Savona; *Ithaca*, John G. Maines; *New York*, David S. Goldman, Bruce Horten, Lenard E. Jacobson, Cynthia L. Krause, Michael J. Lepore, Nathan St. Amand, David N. Silvers; *Rochester*, Phyllis C. Leppert, Martin Morse, Douglas K. Slater; *Syracuse*, L. Stewart Massad

Ohio:	<i>Akron</i> , Robert W. Novak; <i>Cincinnati</i> , Donald Rucknagel; <i>Cleveland</i> , Stephen E. Alpert; <i>Columbus</i> , Miles E. Drake, Jr.; <i>Elyria</i> , William L. Hassler
Oklahoma:	<i>Oklahoma City</i> , James R. Gavin III; <i>Tulsa</i> , James A. Young
Oregon:	<i>Portland</i> , Marcia Freed
Pennsylvania:	<i>Johnstown</i> , W. Frederick Mayer; <i>Lansdowne</i> , Cathy Wiley, Jim Wiley; <i>Philadelphia</i> , Christopher V. Chambers, Mary Ann Forciea, John J. Furth, David M. Goodner, James R. Harp, Richard I. Katz, Sheila M. Katz, Graham E. Quinn, Mona M. Shangold; <i>Pittsburgh</i> , Richard L. Green, Michelle Roberts; <i>Rydal</i> , Anthony J. Limerakis; <i>State College</i> , Richard H. Dixon, Donald F. Mandetta; <i>Wynnewood</i> , Frank Kern
Rhode Island:	<i>Providence</i> , Benjamin T. Jackson, Henry G. Magendantz
South Carolina:	<i>Columbia</i> , Ben Miller
Tennessee:	<i>Chattanooga</i> , Roger G. Vieth; <i>Knoxville</i> , Alan Solomon; <i>Memphis</i> , Peter D. Jones; <i>Nashville</i> , Alexander C. McLeod
Texas:	<i>Austin</i> , Frank A. Morris, Jr.; <i>Dallas</i> , Paul Pin, William Shapiro; <i>Fort Worth</i> , Alan D. Davis; <i>Galveston</i> , J. Andrew Grant, Jr.; <i>Houston</i> , Robert B. Bressler, Madeline Duvic, Kenneth Gould, Jr., Barry N. Nyman, Eugenia Kleinerman, Kenneth Gould, Jr., Barry N. Hyman, Eugenia Kleinerman, Leonard A. Zwelling; <i>San Antonio</i> , Frederick L. Grover
Utah:	<i>Salt Lake City</i> , Ralph Whatley
Virginia:	<i>Alexandria</i> , Andrea M. Jackson
Washington:	<i>Auburn</i> , Joseph Gehrett; <i>Kirkland</i> , Alice M. Ormsby, David Pitkethly; <i>Renton</i> , Wallace H. J. Chang; <i>Seattle</i> , Gregory J. Raugi



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## *Financial Information*



# Fees and Expenses

**Tuition.** The following table represents an estimate of a student's necessary expenses in the School of Medicine. The total of these figures suggests a basic minimum budget of approximately \$24,000. These are estimated figures only and are based on a survey of enrolled students. Tuition and fees are subject to change without notice. Allowances for recreation, travel, clothing, and other miscellaneous items must be added to this estimate with allowances for individual needs and tastes.

Tuition: Year 1	\$16,500
Years 2, 3 and 4	15,200
Accident and Sickness Insurance (subject to change)	309
First Year Fee (includes microscope rental, first year only)*	275
Annual Cost of Books and Supplies: first year	880
Annual Cost of Books and Supplies: second year	760
Annual Cost of Books and Supplies: third and fourth year	460
Lodging	3,150
Board: first year	2,650
Board: second year	3,350
Board: third and fourth year	2,150
Student Health Service†	370
Student Government (Davison Society)	50
Continuation of Enrollment Fee‡	35
Activity fee	10
Motor Vehicle Registration	50

\*Sphygmomanometer, ophthalmoscope, otoscope, and other equipment required of each student must conform to rigid standards.  
†Mandatory fee. For details, please refer to Student Health Service.  
‡The School of Medicine encourages students to interrupt their studies to pursue approved endeavors complementary to the medical curriculum at Duke or elsewhere for no credit. To retain full-time student status for loan deferment purposes, students may elect to pay an enrollment fee of \$35 per semester. Only students eligible to be enrolled at Duke during the applicable time period may participate in this option.

Tuition and fees are payable on a semester basis and all students are required to pay full tuition for four years as a requirement for graduation. For the freshman year, one-half of the annual tuition and fees is billed in July and the other one-half in December. Students who must repeat 60 percent or more of the required first year courses will pay full tuition while prorated tuition will be paid by those repeating less than 60 percent of those courses. Second year students are billed at the rate of one-seventh of the annual tuition and fees for the Introduction to Clinical Diagnosis and each eight-week rotation and one-fourteenth of the annual tuition and fees for each four-week rotation. Juniors and seniors are billed in accordance with the number of elective credits for which they are registered. The cost per credit equals the annual tuition divided by the number of credits required per year.

**Payment of Accounts for Fall and Spring.** Monthly invoices for tuition, fees, and other charges will be sent by the Bursar's office and are payable upon receipt but no later than the late payment date. As a part of the agreement of admission to Duke University a student is required to pay all invoices as presented. No deferred payment plans are available. If full payment is not received by the late payment date, a late payment charge as described below will be assessed on the next invoice and certain restrictions as stated below will be applied. Failure to receive an invoice does not warrant exemption from the payment of tuition and fees nor from the penalties and restrictions. Nonregistered students will be required to make payment at the time of registration for tuition and fees and any past due balance on the account.

**Late Payment Charge.** If the "Total Amount Due" on an invoice is not received by the late payment date, the next invoice will show a penalty charge of 1 1/4 percent per month assessed on the past due balance regardless of the number of days past due. The "Past Due Balance" is defined as the previous balance less any payments and credits received on or before the late payment date and also any student loan memo credits related to the previous balance which appear on the invoice. The amount of the 1 1/4 percent penalty charge will be the same regardless of the number of days payment is received after the late payment date.

**Restrictions.** An individual will be in default of this agreement if the total amount due on the student invoice is not paid in full by the invoice late payment date. An individual who is in default will not be allowed to register for classes, receive a transcript of academic records, have academic credits certified, be granted a leave of absence or receive a diploma at graduation. In addition, an individual in default may be subject to withdrawal from school.

No credit will be given for any term in which the tuition has not been paid, whether the work has been at Duke or elsewhere. It is not advisable for students to attempt outside work to defray their expenses during the academic year. Spouses of medical students desiring employment may secure information from the Duke University Personnel Office.

**Fall and Spring Refunds.** Tuition and fees refunds are governed by the following policy:

1. In the event of death a full tuition and fees refund will be granted.
2. In all other cases of withdrawal or leaves of absence, students or their parents may elect to have tuition refunded or carried forward as a credit for later study according to the following schedule:
  - a. withdrawal before the beginning of classes—full refund;
  - b. withdrawal during the first or second week—80 percent;
  - c. withdrawal during the third through fifth week—60 percent;
  - d. withdrawal during the sixth week—20 percent;
  - e. withdrawal after the sixth week—no refund;
  - f. tuition charges paid from grants or loans will be restored to those funds on the same pro rata basis and will not be refunded or carried forward.
3. In the case of changing category from full-time to part-time, dropping special fee courses (music, art, golf, etc.), or dropping audit courses, a full refund will be granted during the drop/add period. Subsequent to the drop/add period changes of category will not be allowed. Students may, however, withdraw from courses after the drop/add period with no refund or add new courses if the proper tuition is paid.

**Continuation of Enrollment Fee.** The School of Medicine encourages students to interrupt their studies to pursue approved endeavors complementary to the medical curriculum at Duke or elsewhere for no credit. To retain full-time student status for loan



deferment purposes, students may elect to pay an enrollment fee of \$35 per semester. Only students eligible to be enrolled at Duke during the applicable time period may participate in this option.

**Transcripts.** Requests for transcripts of academic records should be directed to the Office of the Medical Center Registrar. A fee of three dollars, payable in advance, is charged for each copy.

## Living Accommodations

**Housing Costs.** For the 1990-91 academic year, rental rates for the first-year medical student were \$3,075 for the Town House apartments. Utility charges are not included in these rates.

Rental rates in Central Campus Apartments ranged from \$2,610 to \$4,030 for single first-year medical students. Utility charges are included in the Central Campus Apartment rates. These rates are per person per academic year.

Rental rates are expected to increase for the 1991-92 academic year. A deposit is required with all applications. The deposit will not be refunded if cancellation is received after an assignment is made.

Refunds of rent will be calculated in accordance with the procedures published by the Department of Housing Management.

**Food and Other Expenses.** Duke University Food Services and Duke University Store operations are located on campus to service the needs of the Duke community. For the convenience of students, the University Identification card, called The Duke Card, can be used to access prepaid accounts and make purchases in these facilities.

There are two kinds of accounts: the dining account, which can be used for food purchases only, and the flexible spending account, which can be used to purchase not only food, but any items sold by Duke stores, such as books, supplies, laundry services, health and beauty aids, and more. These campus retail operations also accept cash.

For more information about establishing an account, contact the Auxiliary Services Contract Office, 024 Union West, Duke University, Durham, North Carolina 27706 919/684-5800.

## Motor Vehicle Registration

Each motor vehicle operated on Duke University campuses by students enrolled in the School of Medicine must be registered at the Medical Center Traffic Office, PRT Level, Parking Deck II, within five days after operation on the campus begins, and thereafter must display the proper registration decal.

All students must pay an annual fee of \$50 for each four-wheeled motor vehicle and \$50 for each motorbike or motor scooter registered. Bicycles are registered free of charge at the Public Safety Department, 2010 Campus Drive.

To register a vehicle, the student must present a valid state registration for each vehicle registered and a valid state operator's license.

Parking, traffic, and safety regulations will be given each student at the time of registration of the vehicle(s). Students are expected to abide by these regulations.

## Merit Awards for Medical Students

The School of Medicine offers awards to incoming or enrolled students from the following scholarships, ranging from \$5,000 to full four-year tuition and other costs, based solely on academic excellence:

*William G. Anlyan, M.D. Scholarship*, established 1988 by gifts from faculty, staff and friends.

*Barham Endowed Merit Fund*, established November, 1984, by gift from Mr. and Mrs. Joseph Barham, Oak Ridge, Louisiana.



*Edward H. Benenson Merit Fund*, established October, 1984, by gift from Mr. Edward H. Benenson, New York.

*Family Dollar Scholarship*, established November, 1984, by gift from Mr. Leon Levine, Chairman of the Board, Family Dollar Stores, Inc., Charlotte, North Carolina; for minority students.

*Dr. William Redin Kirk Memorial Trust for North Carolinians*, established March, 1984, by bequest of Mr. Frederick H. Pierce, Owensboro, Kentucky.

*Mary W. and Foster G. McGaw Scholarship*, established June, 1986, by bequest from Foster G. McGaw.

*Dr. Kenneth L. Pickrell Scholarship*, established February, 1984, by gift from the Department of Surgery, Duke University Medical Center.

*School of Medicine Merit Fund*, established 1984 by gifts from medical alumni, students, and American Medical Association-Education and Research Foundation.

The Merit Award Selection Committee makes final selections from nominees chosen by the Medical School Admissions Office. Candidates may be notified as early as January or February of final selection and alternate status. Annual renewal is contingent upon satisfactory academic progress.

Financial need is not a criteria for selection; however, applicants who feel their financial need is greater than the merit award may apply for financial aid.

**The Dean's Tuition Scholarships.** Seven Dean's Tuition Scholarships in the amount of current tuition are given to academically excellent freshmen minority students each year. Preference is given to residents of North Carolina. Selection is made by the Dean based on recommendations from the Medical School Admissions Office. Annual renewal is contingent upon satisfactory academic progress.

## Medical Student Research Scholarships

Several groups now sponsor medical student research scholarships. Some have delegated the responsibility to the medical school to select participants in the program, others have their own independent selection processes. In most of the scholarship programs, students selected for scholarships are eligible to receive thirty-six or, in some instances, forty basic science credits for the experience. A full twelve months is required for the research experience. Selection for the following awards is made by the Student Research Scholarship Committee.

*Eugene A. Stead Student Research Scholarship Program.* This program is sponsored by the Duke Department of Medicine in honor of Eugene A. Stead, Jr., M.D., Chairman of the Department of Medicine from 1947 until 1967. Three students are selected each year as General Stead Scholars and three others will be selected during 1991-92 as Stead Scholars in special areas as indicated below. Two of the General Stead Scholarships are supported by endowments from individual patients of Dr. James Clapp-Jay D. and Lorraine Nicewonder and the Loo Cheng Ghee family. The third general scholarship is supported by an endowment by those at Duke and elsewhere who were trained in Internal Medicine by Dr. Stead. The Robert T. and Virginia McDaniel-Stead Scholarship is an endowed scholarship intended to support basic cardiovascular research. The McDaniels are patients of Dr. Andrew Wallace. The Hartford-Stead Scholarship encourages the pursuit of careers in geriatrics and will be awarded to a student with a research proposal and career goals relating to the health of elderly.

*Four School Physician Scientist Program in Internal Medicine.* The Departments of Medicine of Duke University, Johns Hopkins University, University of Pennsylvania and Washington University in St. Louis have begun a special program designed to promote the development of medical scientists. Provision will be made for two students from each school to be selected to spend one year in research while in medical school, two years in residency in internal medicine, and two years of postdoctoral training in research at one or more of the participating institutions. Financial support will be provided for both the research and clinical components of this program.

*The Cassell-Saperstein Scholarship Endowment Fund.* This fund, provided by the Cassell-Saperstein family, funds an annual scholarship to a student involved in any basic research area in the medical sciences.

*Stanley J. Sarnoff Society of Fellows for Research in Cardiovascular Sciences.* Ten students are chosen nationally for a full twelve-month research experience in the cardiovascular area, away from their parent medical school. Duke has one position in this program. The program is in its eleventh year and there is a great deal of esprit de corps within the "Sarnoff Society of Cardiovascular Fellows." There is an annual meeting in Bethesda, Maryland, in which the ten fellows engaged in research during that year present their work, fellows who have completed their research year talk about their developing career plans, and newly selected fellows learn about possible research opportunities.

*Stanley Foundation Research Awards Program.* The National Alliance for the Mentally Ill provides funding for research relating to psychobiology of major mental illnesses. Drs. Bernard Carroll and Charles Nemeroff have received funding as two of the twenty mentors in this nationwide program.

*The American Heart Association Medical Student Research Fellowship Program.* Duke is one of twenty-five schools selected by the American Heart Association for one of their Student Research Scholarship Programs. Two positions each year are available. These scholarships differ from all others in that the funding organization does not permit the student to receive academic credit while they are American Heart Scholars. Therefore, these scholarships have been used by students who had rewarding experiences during their basic science elective year in cardiovascular research and then chose to add a second dedicated research year before completing their clinical elective years as a Duke medical student.



All students applying to these programs prepare their applications and receive interviews during the second year of medical school. Announcements of the scholarship recipients are made in April.

In addition, there are other foundations which support student research scholarship programs and are approved for Duke University School of Medicine credit but have their own methods for evaluation and selection. Because of the unique nature of the Duke University School of Medicine curriculum, we have been highly successful in having students in the various programs. The Howard Hughes/National Institutes of Health Research Scholars Program and the Pew Foundation/Rockefeller University Program require that the student works in a particular institution away from their parent medical school. The Hughes/NIH program selects thirty students each year to live on the NIH campus and work in one of their basic science laboratories. During 1990-91 two of these positions were occupied by Duke students. The Pew/Rockefeller program selects four students each year to work in laboratories studying various aspects of human nutrition at the Rockefeller University in New York City. We have also been very successful in having our students in scholarship programs supported by the Arthritis Foundation, the Pharmaceutical Manufacturers Foundation, and the Fight for Sight Foundation. During 1988-89 the Howard Hughes Medical Institute initiated a new research training program which permits the students to work in any laboratory of their choice including those at their parent school. Sixty of these were awarded thirteen of whom are Duke students.

During the 1990-91 academic year twenty-eight of one hundred students in the third year class received scholarships for research training in their basic science elective year.

## Financial Aid

The Duke University School of Medicine makes financial assistance available to accepted students who, due to economic circumstances, could not otherwise attend the University. The school recognizes, however, the responsibility of the individual and the family to provide funds to achieve the objective of a medical education. Thus, the school does not consider that parents have discharged the full financial obligation for the continuing education of their sons or daughters upon the latter's completion of the undergraduate degree.

Financial assistance is available in a combined form of grants and loans, and all awards are made on the basis of demonstrated need.

**Financial Assistance to Incoming Freshmen.** A financial aid application packet is routinely mailed by early January to each applicant who has been scheduled for a medical school interview. This mailing is without regard to whether the applicant expressed an interest in assistance on the application for admission. The economic circumstances of the applicant have no bearing on whether the applicant is accepted into the medical school.

The applicant requesting financial aid is expected to work during the summer preceding entrance into medical school and to save part of those earnings to defray a portion of the first-year expenses.

The applicant's need must be established before an award can be made. The Office of Financial Aid, therefore, requires the Duke University Medical Center application for financial aid and computations from the GAPSFAS form. Copies of federal income tax returns with supplemental schedules and a financial aid transcript are also required as part of the financial aid application.

An official aid award notice is sent to the accepted applicant within a few days after receipt of the required forms. Awards are conditional until all required documents are received.

The present financial aid package, which is subject to change, for qualified North Carolinians (those who meet state residency law prior to matriculation) is based on a

tuition grant up to \$10,000. Financial need in excess of \$10,000 must come next from a \$5,000 Stafford student loan (formerly GSL), and need in excess of \$5,000 comes from one-half school grant and one-half Stafford student loan up to \$2,500, then Duke loan. For eligible students entering fall 1990, the maximum tuition grant is \$11,750.

The present financial aid package, which is subject to change, for qualified students from outside North Carolina is based on a \$5,000 Stafford student loan. Financial need in excess of \$5,000 comes from one-half school grant and one-half from Stafford student loan up to \$2,500, then Duke loan.

**Financial Assistance to Upperclassmen.** Annual reapplication is required of all need based aid recipients. Upperclassmen seeking financial assistance for the first time may consult with the Administrator of Financial Aid.

**Duke University Medical Center Endowed Funds.**

Charles W. Banner Loan Fund, established in 1953 by a gift from Mrs. Edward B. Benjamin.

Germain Bernard Scholarship, established in 1959 by the B. C. Remedy Company.

Thomas C. Bost Scholarship, established in 1965 by a gift from Dr. Thomas C. Bost, supplemented by subsequent gifts.

Elizabeth Burgess Bressler Memorial Scholarship Fund, established in 1983 by her children: Garrett S. Bressler, M.D.; Robert B. Bressler, M.D.; Barbara B. Marques; Peter B. Bressler, M.D.

James L. Clark Memorial Scholarship, established in 1965 by a gift from Mr. and Mrs. Marvin D. Clark and supplemented by gifts from other donors.

C. T. Council Scholarship, established in 1959 by the B. C. Remedy Company.

John H. Dorminy Scholarship, established in 1980 by gift from John H. Dorminy, Jr.

Herbert T. Dukes, M.D. Memorial Loan Fund, established in 1983 by his classmates and friends.

Eagles-Andrews Memorial Scholarship, established in 1982 by a gift from Dr. and Mrs. William M. Eagles.

William F. Franck Memorial Scholarship, established in 1958 by gift from William F. Franck, Jr. '39, and supplemented by additional gifts.

Constance I. Gottwald Medical Scholarship, established 1987 with preference for minority students by gift from Constance I. Gottwald.

Hazel Endowment Fund, established 1984 by gift from Mr. and Mrs. William A. Hazel.

Warren W. Hobbie Fund, established in 1980 by trustees of the Warren W. Hobbie Charitable Trust.

Earl P. Holt, Jr. Memorial Scholarship, established 1986 by gift from family and friends for first or second year medical students with preference given to minority students.

George Lee Hundley and Rebecca Barnhill Hundley Fund, established in 1980 by gift from George Lee and Rebecca Barnhill Hundley.

H. B. and Adelaide F. Ingle Medical Scholarship, established in 1976 by gift from Mr. and Mrs. Harry B. Ingle.

B. Everett Jordan Scholarship, established in 1974 by the late Senator B. Everett Jordan and his widow, Katherine Jordan.

Thomas D. Kinney, M.D. Memorial Scholarship, established in 1980 by gifts from his widow, Dr. Eleanor R. Kinney, and their children: Thomas R. Kinney, M.D.; Eleanor D. Kinney, J.D.; Hannah C. Kinney, M.D.; and Janet S. Kinney, M.D.

Dr. John Haden Lane Memorial Scholarship, established in 1968 by gift from Edward H. Lane Foundation.

E. C. Langston Medical Scholarship, established in 1979 by bequest of Mrs. Denzil L. Mosteller.

Paul E. Leviton Medical Scholarship, established in 1981 from the estate of Paul E. Leviton.

James Cecil McGehee Memorial Medical Scholarship, established in 1975 by gift from C. G. McGehee, Jr.

Medical Alumni Scholarship, established in 1974 by Duke Medical Alumni.

Medical Class of 1950, established in 1980 by gifts from graduates of 1950.

Medical Class of 1981 and AESCULAPIAN/80 Staff, established in 1980.

Medical School Faculty Wives Scholarship, established in 1968 by a gift from the Medical School faculty wives whose source of funds is proceeds from the Nearly New Shoppe.

John F. Ott Endowment Fund, established in 1984 by bequest of John F. Ott, M.D., 1943.

Henry A. Page Scholarship Fund, established 1942 by gift from Henry A. Page, Jr., and Gertrude Wetherill Page.

Physical Medicine Scholarship, established in 1963 by gift from Central Carolina Convalescent Hospital, Inc., Greensboro, North Carolina.

Radiological Science Medical Student Loan Fund, established in 1980 by the Department of Radiology.

Senior Class Gift, established by graduates of classes of 1977 and 1978.

Melvin D. and Judith N. Small Medical School Scholarship Fund was established in 1976 by gift from Dr. Melvin D. and Mrs. Judith N. Small.

Sigmund Sternberger Endowment Fund, established in 1978 by gift from the Sigmund Sternberger Foundation, Inc., Greensboro, North Carolina.

William E. Stevens, Jr. Scholarship, established in 1983 by the Broyhill Foundation, Lenoir, North Carolina.

B. W. Stiles Scholarship, established in 1981 by gift from the Mary Duke Biddle Foundation.

Francis and Elizabeth Swett Scholarship, established in 1966 by gift from the late Dr. and Mrs. Swett.

Harry and Violet H. Turner Scholarship, established 1977 by gift from Drs. Larry and Violet H. Turner.

Dr. Hillory M. Wilder Memorial Scholarship, established in 1962 by bequest from Celeste Wilder Blake and Kenneth M. Blake.

Sue Eggleston Woodward Memorial Scholarship, established in 1966 by gifts from parents, relatives, and friends.

Vivian Zirkle Memorial Scholarship, established in 1981 by gift from Drs. Lewis and Sara Zirkle.

**Other Medical School Scholarships.** Mary Duke Biddle Foundation Scholarships, Dr. E. Eugene Owen Scholarship, Duke University School of Medicine Scholarships, State of North Carolina (tuition remission up to \$2,000), and the Lettie Pate Whitehead Foundation.

**Federal Scholarships.** Armed Forces (Army, Navy, and Air Force) Scholarship programs may be available for accepted or enrolled students. The recipient receives full tuition, fees, and a monthly stipend in return for a commitment of service as a physician for each year of funding. The special application is made directly to the program in which the student is interested.

**Scholarships for Students of Exceptional Financial Need.** This federally funded program provides grant assistance to schools for students who qualify on the basis of federal criteria. Recipients, who are selected by the school, must have zero family resources as measured by a nationally recognized need analysis.

**Financial Aid for Disadvantaged Health Professions Students (FADHPS).** Recipients for this federally funded grant program are selected by the school on the basis





of federal criteria. The student must have zero family resources as measured by a nationally recognized need analysis.

**North Carolina Board of Governors Medical Scholarships.** Board of Governors Medical Scholarships (BGMS) are awarded annually to twenty first-year medical school candidates who have been accepted for admission at one of the four medical schools in North Carolina. BGMS recipients are selected from among candidates of all races who are financially disadvantaged state residents and who have expressed an interest in practicing medicine in the State of North Carolina. The awards provide a yearly stipend of \$5,000 plus tuition and mandatory fees and may be renewed for four years. Information about the scholarship may be obtained from the Financial Aid Office.

## Loans

University loans are available under the specific restrictions of the loan funds and are awarded on the basis of financial need. Some of them are: W. K. Kellogg Foundation Loan Fund, Seaborn L. Hardman Loan Fund, Medical Freshman Tuition Loan, Scott Loan Fund, Charles W. Banner Loan Fund, Carl Perkins Student Loans, Radiological Science Medical Student Loan Fund, and U. S. Health Professions Student Loans.

The Francis and Elizabeth Swett Loan Fund is an emergency loan available in small amounts to any medical student on a no-interest basis for a short period of time.

## **Loans from Outside the University**

**North Carolina Student Loan Program for Health, Science and Mathematics.** These loans provide financial assistance to North Carolina residents who demonstrate need as determined by the board. Loans are available for study in the medical fields, mathematics, and science programs that lead to a degree. The applicant must be a domiciliary of North Carolina and accepted as a full-time student in an accredited associate, baccalaureate, master's, or doctoral program leading to a degree. Loan recipients in some professional or allied health programs may cancel their loans through approved service in shortage areas, public institutions, or private practice. Medical students may receive up to \$7,500 per year for each of the four years; master's degree students are eligible for two loans of up to \$5,000 each; bachelor's degree students are eligible for three loans of up to \$4,000 each. For application forms and more information write: Executive Secretary, North Carolina Student Loan Program for Health, Science, and Mathematics, P. O. Box 20549, Raleigh, North Carolina 27605, or telephone 919/733-2164.

**Health Education Assistance Loans.** These need-based loans are available to accepted or enrolled students. There is an annual maximum, and interest, which is higher than the rate for most need-based loans, is not subsidized during enrollment. The special application and more information is available in the Financial Aid Office.

**Stafford Student Loans (formerly GSL).** The need-based Stafford Student Loan is available to eligible students through many home-town banks and/or state agencies. The annual maximum for medical students is \$7,500 with an aggregate maximum of \$54,750. The 8 percent interest is federally subsidized until repayment begins six months after graduation. The interest rate goes to 10 percent beginning with the fifth year of repayment. Medical student borrowers are eligible for a two year deferment of repayment during residency training. A five percent loan origination fee on the amount of the loan is required.

Additional information, including a financial aid brochure and approved student budgets, may be obtained by writing to Mrs. Nell Andrews, Administrator, Financial Aid, Box 3067, Duke University Medical Center, Durham, North Carolina 27710.





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## *Courses of Instruction*



# Anesthesiology

Professor: Joseph G. Reves, M.D. (Med. Coll. of South Carolina, 1969), *Acting Chairman*.

Professors: Peter B. Bennett, Ph.D., D.Sc. (Southampton, England, 1964); Kenneth D. Hall, M.D. (Duke, 1953); Joannes H. Karis, M.D. (State Univ. of Utrecht, Holland, 1952); William J. Murray, Ph.D. (Wisconsin, 1955), M.D. (North Carolina at Chapel Hill, 1962); Lloyd F. Redick, M.D. (Ohio State, 1958); Bruno J. Urban, M.D. (Albertus Magnus, Germany, 1960); W. David Watkins, M.D. (Colorado, 1975), Ph.D. (Michigan, 1971); Stanley W. Weitzner, M.D. (New York Coll. of Med., 1953).

Associate Professors: Edmond C. Bloch, M.B., Ch.B. (Univ. of Cape Town, South Africa, 1946); Norbertus P. de Bruijn, M.D. (University of Groningen, The Netherlands, 1976); William J. Greeley, M.D. (Texas at Houston, 1976); Richard E. Moon, M.D., C.M. (McGill, 1973), M.Sc. (Univ. of Toronto, 1979); Sidney A. Simon, Ph.D. (Northwestern, 1973); Robert N. Sladen, M.B., Ch.B. (Univ. of Cape Town, South Africa, 1970), M.R.C.P. (Royal Postgrad. Med. Sch., 1973).

Assistant Professors: Robert A. Binner, M.D. (Albany, 1980); Andrew T. Canada, Pharm.D. (Philadelphia College of Pharmacy and Science, 1968), Ph.D. (Massachusetts, 1985); Fiona Clements, M.D. (Duke, 1975); Jennifer T. Fortney, M.D. (Maryland, 1978); Brian Ginsberg, M.B., B.Ch. (Univ. of Witwatersrand, South Africa, 1975); Peter Glass, M.B., B.Ch. (Univ. of Witwatersrand, Johannesburg, South Africa, 1976); Michael S. Gorbach, M.D. (Maryland, 1979); H. David Hardman, M.D. (Minnesota, 1981); Russell Hill, M.D. (Emory, 1982); Lewis R. Hodgins, M.D. (New York, Downstate, 1985); James R. Jacobs, Ph.D. (Alabama at Birmingham, 1987); Bruce Leone, M.D. (Florida, 1982); John B. Leslie, M.D. (Duke, 1976); David Lubarsky, M.D. (Washington Univ., 1984); Andrew Meyer, M.D. (New York, Downstate, 1969); Stephen Parrillo, M.D. (University of Bologna, Italy, 1982); Claude Piantadosi, M.D. (Johns Hopkins, 1975); Ziaur Rahman, M.B. (Prince of Wales Med. Coll., India, 1968); Debra A. Schwinn, M.D. (Stanford, 1983); Dianne L. Scott, M.D. (North Carolina at Chapel Hill, 1978); Thomas E. Stanley III, M.D. (Duke, 1981); Susan Steele, M.D. (Illinois, 1983); Timothy H. J. Webb, M.D. (Texas at San Antonio, 1980), Ph.D. (Texas at San Antonio, 1974).

Assistant Medical Research Professors: Wayne A. Gerth, Ph.D. (California at San Diego, 1979); Joel S. Goldberg, M.D. (Duke, 1977); Ying-Fu Su, Ph.D. (Colorado, 1978); Richard Vann, Ph.D. (Duke, 1976).

Associate Clinical Professor: Elisabeth J. Fox, M.B., B.S. (London Univ., 1955).

Associates: John L. Boyd III, M.D. (Upstate Medical Center, Syracuse, 1976); Edward Eisenberg, Ph.D. (Cornell, 1974); M.D. (Miami, 1982); Thomas A. Fawcett, M.D. (Duke, 1986); Susan Gubert, M.D. (Med. Coll. of Georgia, 1980); Caryn Hertz, M.D. (Rochester, 1986); Joseph Lu, M.D. (Minnesota, 1980); Richard Yevak, M.D. (Temple, 1986).

Medical Research Associate: Yu-Ting Xuan, M.D. (Shan-xi Medical Coll., China, 1977), Ph.D. (Duke, 1990).

Adjunct Professor: Kwen Jen Chang, Ph.D. (New York at Buffalo, 1972).

Consulting Professor: Dag Bror A. Lundberg, M.D. (Univ. of Uppsala, Sweden, 1967), Ph.D. (Univ. of Uppsala, Sweden, 1970).

Associate Consulting Professor: Edward T. Thomas, M.B., B.S. (London, 1949), M.R.C.S., L.R.C.P. (England, 1948), F.F.A.R.C.S. (England, 1954).

Assistant Consulting Professor: John J. Freiburger, M.D. (Southwestern, 1979).

Consulting Associates: Dennis Doherty, D. O. (New Jersey, 1985); Mark Newman, M.D. (Louisville, 1985); Kevin Ossey, M.B., Ch.B. (University of Cape Town, South Africa, 1981).

Adjunct Assistant Professor: Allen E. Cato, M.D. (Duke, 1969); Fritz F. Klein, Ph.D. (Duke, 1973); John R. Plachetka, Pharm. D. (Illinois, 1977).

Visiting Assistant Professor: Peter C. Huttemeier, M.D. (Univ. of Copenhagen, Denmark, 1977).

Visiting Associates: Oliver Dyar, M.B., Ch.B., MRCPI (University College, Dublin, England, 1984); Ronald D. Edgar, M.D. (Univ. of Manitoba, Canada, 1981); Bradley Fawkes, M.B., B.S. (Sydney University, Australia, 1982); Rajiv Jhaveri, M.B. (Gujarat Univ., India, 1977); Yoichiro Kamiyama, M.D. (Juntendo Univ. Tokyo, Japan, 1973); George Mason, M.B., B.S. (London Hospital Med. Coll., 1983); Angus McEwan, M.B., Ch.B. (Univ. of Zimbabwe, 1983); Christopher Smith, M.B., B.S. (London Hospital Med. Coll., 1983).

Emeritus: Merel H. Harmel, M.D. (Johns Hopkins, 1943).

## Electives

**ANE-240 (C). Clinical Anesthesiology.** This course (four or eight weeks) is designed to directly expose students to the clinical practice of anesthesiology. Throughout the rotation, each student is assigned on a weekly basis to an individual resident or attending physician who will supervise the student's active participation in the pre-, intra-, and postoperative anesthetic care and management of patients. Opportunities exist for students to participate in the various subspecialty areas of anesthesiology including pediatric, obstetric, cardiac, and neurosurgical anesthesia as well as the recovery room, ICU, and pain clinic. While initial assignments will be made prior to the

first day of the rotation, there is flexibility with regard to students' particular areas of interest. The evaluation of patients preoperatively will be taught with emphasis placed upon formulating a plan of anesthetic management which is appropriate for the individual patient. The consequential impact of anesthetics and surgical procedures upon particular disease states will also be stressed. Students will review the clinical pharmacology of anesthetic and adjuvant drugs as well as apply the principles of pharmacology, physiology, and anatomy to the clinical anesthetic management of patients. Didactic information regarding principles of airway management including endotracheal intubation will be presented and reinforced with application in the clinical setting. Participants will be exposed to basic methods of administering anesthetics and monitoring the depth of anesthesia through physiologic responses of the patient. Instruction in the appropriate techniques and complications of obtaining vascular access for administering drugs and monitoring hemodynamic status will be provided. In addition to this clinical work, students will be given the opportunity to attend various lectures including an introductory series (covering preoperative assessment, airway management, and anesthesia equipment), grand rounds and resident lecture series, and various subspecialty conferences (cardiac, pediatrics). If time permits, basic cardiac life support instruction and certification will be offered. Weight: 4 or 8. *Watkins and staff*

**ANE-241 (C). SICU/Recovery.** Four weeks may be spent in a SICU and Post Anesthesia Care Unit (PACU) participating in the care of a wide variety of patients with critical surgical illnesses. The students will participate in morning and afternoon rounds with SICU attendings and residents and will be offered lectures on aspects of critical care several times per week. They will also take call one night in four and have an excellent opportunity to work on a one-on-one basis with the anesthesiology resident in the direct management of acute anesthesia, post-anesthesia, and SICU problems. There is direct teaching of the principles of postoperative management after cardiac surgery, major vascular and thoracic surgery, as well as opportunities to learn procedures and techniques necessary for the management of all critically ill patients (e.g. vascular catheterization, hemodynamic monitoring, and mechanical ventilation). Weight: 5. *Sladen and staff*

**ANE-242 (C). Anesthesiology Research.** Selected students will participate actively in assigned research projects. These well-focused segments of ongoing work in the Department of Anesthesiology are designed to provide an intensive exposure to the process of new investigation in applied pharmacology and physiology. Most students are based in the Anesthesiology Research Laboratories and are strongly oriented toward personal involvement in the clinical research settings in the Duke Medical Center operating rooms, obstetrical delivery areas, post-operative and intensive care units, the Hyperbaric Laboratories, the pain clinic, or the Clinic Research Unit. An important goal of this experience consists of guiding the student to take conceptual information and to change it into concrete scientific presentation and publication. This course is designed primarily for the student who wishes to consider seriously a career in academic anesthesiology. Weight: 4-8. *Watkins and staff*

## Biochemistry

James B. Duke Professor Robert L. Hill, Ph.D. (Kansas, 1954), *Chairman*.

Professors: James B. Duke Professor Robert M. Bell, Ph.D. (California at Berkeley, 1970); G. Vann Bennett, M.D., Ph.D. (Johns Hopkins, 1976); James B. Duke Professor Irwin Fridovich, Ph.D. (Duke, 1955); Arno L. Greenleaf, Ph.D., (Harvard, 1974); Samson R. Gross, Ph.D. (Columbia, 1953); Norman Kirshner, Ph.D. (Pennsylvania State, 1952); Nicholas M. Kredich M.D. (Michigan, 1962); James B. Duke Professor Robert J. Lefkowitz, M.D. (Columbia, 1966); Kenneth S. McCarty, Sr., Ph.D. (Columbia, 1957); James B. Duke Professor Paul L. Modrich, Ph.D. (Stanford, 1973); K. V. Rajagopalan, Ph.D. (Univ. of Madras, 1957); Lewis M. Siegel, Ph.D. (Johns Hopkins, 1965); Leonard D. Spicer, Ph.D. (Yale, 1968); Robert E. Webster, Ph.D. (Duke, 1965).

Associate Professors: Ronald C. Greene, Ph.D. (California Inst. of Tech., 1954); Edward W. Holmes, Jr., M.D. (Pennsylvania, 1967); Tao-Shih Hsieh, Ph.D. (California at Berkeley, 1976); Bernard Kaufman,



Ph.D. (Indiana, 1961); David C. Richardson, Ph.D. (Massachusetts Inst. of Tech., 1967); Harvey J. Sage, Ph.D. (Yale, 1958); Deborah A. Steege, Ph.D. (Yale, 1974); J. Bolling Sullivan, Ph.D. (Texas, 1966).

Assistant Professors: Michael D. Been, Ph.D. (Washington, 1982); Perry J. Blackshear, M.D. (Harvard, 1977); Patrick Casey, Ph.D. (Brandeis, 1986); Rosalind Coleman, M.D. (Case Western Reserve, 1975); Carol A. Fierke, Ph.D. (Brandeis, 1984); Stephen Garrett, Ph.D. (Johns Hopkins, 1986); Michael S. Hershfield, M.D. (Pennsylvania, 1967); Russel E. Kaufman, M.D. (Ohio State, 1973); Terrence Oas, Ph.D. (Oregon, 1986); Keith L. Parker, M.D., Ph.D. (Washington, 1981); Sheldon R. Pinnell, M.D. (Yale, 1963); Salvatore V. Pizzo, M.D., Ph.D. (Duke, 1973); Gary L. Stiles, M.D. (Vanderbilt, 1975); Robert W. Wheat, Ph.D. (Washington, 1955).

Associate Medical Research Professor: Jane S. Richardson, M.S., M.S.T. (Harvard, 1966).

Assistant Medical Research Professor: Jean L. Johnson, Ph.D. (Duke, 1974).

Adjunct Assistant Professor: Per-Otto Hagen, F.H.W.C. (Watt Univ., Scotland, 1961).

Research Associates: John Abernethy, M.D., Ph.D.; Dwayne Allen, Ph.D.; Karin A. Au, Ph.D.; Neil R. Bastian, Ph.D.; Wayne F. Beyer, Jr., Ph.D.; Roy A. Borchardt, Ph.D.; David J. Burns, Ph.D.; Allen E. Eckhardt, Ph.D.; Robert J. Foglesong, Ph.D.; Steven E. Hardin, Ph.D.; Joan L. Hauser, Ph.D.; Barbara Hindenach, Ph.D.; James A. Imlay, Ph.D.; James Inglese, Ph.D.; Rashmi Joshi, Ph.D.; Anders Kalen, M.D., Ph.D.; Thomas W. Kirby, Ph.D.; Ekaterini Kordeli, Ph.D.; Jae Lee, Ph.D.; Maxwell Lee, Ph.D.; Myung Lee, Ph.D.; Claude J. Lhuillery, Ph.D.; Kim Marti, Ph.D.; Sherry C. Morash, Ph.D.; Edward R. Otto, Jr., Ph.D.; Pamala A. Pavco, Ph.D.; Christopher Privalle, Ph.D.; Thomas P. Quinn, Ph.D.; Hope Taylor, Ph.D.; Neil B. Tweedy, Ph.D.; Ronald A. Venters, Ph.D.; Elizabeth Willott, Ph.D.; Beverly M. Yashar, Ph.D.; Lawrence J. Young, M.D., Ph.D.; Yun Zhao, Ph.D.

Emeriti: Mary L. C. Bernheim, Ph.D.; Walter R. Guild, Ph.D.; Jerome S. Harris, M.D.; Yashiko Nozaki, Ph.D.

## Required Courses

**BCH-200.** The core course given to all freshman medical students during a period of seven weeks in the first term emphasizes the relationship between structure and function of the major classes of macromolecules in living systems including proteins, carbohydrates, lipids, and nucleic acids. The metabolic interrelationships and control mechanisms are discussed as well as the biochemical basis of human diseases.

**BCH-201.** The required course in genetics for all first-year students is given during seven weeks in the first term. The course considers the fundamental processes of heredity from a biochemical viewpoint, together with a brief survey of classical genetics to provide context for the molecular phenomena. Its purpose is to provide an adequate background to allow the student to communicate with professional geneticists and to understand the new molecular and cellular techniques for analysis of the human genome and evaluation of the genetic aspects of disease.

## Electives

**BCH-215 (B). Molecular Genetics I: Genetic Mechanisms.** A study of genetic mechanisms in molecular terms with emphasis on gene function, segregation and regulation in procaryotes and eucaryotes. The systems covered will include bacterial viruses, bacteria, plasmids, cellular organelles, and selected lower and higher eucaryotes. Course material will be drawn from the original literature and will be integrated as much as possible with Biochemistry 268B. Weight: 3. *Webster and staff*

**BCH-259 (B). Molecular Biology I: Protein and Membrane Structure/Function.** Detailed concepts of the structure and function of proteins as enzymes and as structural elements of cellular substructures including: protein primary structure and its determination, patterns of protein folding, mechanisms of enzyme catalysis, and other constituents of biological membranes. Weight: 3. *D. Richardson and staff*

**BCH-268 (B). Molecular Biology II: Nucleic Acids.** Consideration of structure and metabolism of nucleic acids in the context of their biological function in information transfer. Emphasis will be on the current research literature. Weight: 4. *Modrich and staff*

**BCH-288 (B). The Carbohydrates and Lipids of Biological Systems.** The subjects will be considered in the following two general categories: 1. The relationship between structure and function particularly, (a) cell surface carbohydrates as antigenic deter-

minants and their relationship to viral and carcinogen transformation, (b) connective tissue mucopolysaccharides, (c) structural features of lipids and phase transitions; 2. Biosyntheses and catabolism. Weight: 2. *Kaufman*

**BCH-291 (B). Physical Biochemistry.** Principles of thermodynamics, hydrodynamics, spectroscopy, and x-ray diffraction and scattering are applied to biological systems. Biological molecules and macromolecules in both soluble and crystalline states are discussed. Weight: 3. *Hsieh, Oas, Richardson, and Spicer*

**BCH-297 (B). Intermediary Metabolism.** Lectures and student presentations on selected topics in the areas of metabolic regulation, bioenergetics, and other subjects of current research interest in metabolism. Weight: 3. *Siegel and staff*

**BCH-320 (B). Cell Differentiation in Development and Disease.** An introduction to the organization of the eukaryotic genome provided by recent technical advances in genetics and the use of recombinant DNA probes. Chromosome inactivation, gene amplification, and the impact of nucleocytoplasmic interactions on the regulation of differentiation will be considered. Transition phases of cell cycle will be discussed in regard to normal and oncogene function. Conferences will be devoted to specific examples dealing with critical aspects of differentiation involved in development of normal and disease states. The course is designed as an introduction to Hormone and Tissue Interactions in Differentiation and Disease. Weight: 2. *McCarty and Counce*

**BCH-321 (B). Hormone and Tissue Interactions in Differentiation and Disease.** Hormones and other biochemical signals involved in the regulation of the differentiated state including amino acids, polypeptide, and steroid hormone response in insects, snails, and higher vertebrates will be discussed in terms of the new biotechnology used to elucidate mechanisms of information transfer and gene control at the level of the chromatin. Cell-cell, cell-matrix, and hormonal interactions will be considered as control elements in development and differentiation. Interactions involving the cell surface, the basal lamina, and extracellular matrix will be discussed in terms of differentiation of limb bud/pancreas/lymphocyte/ and neural tissue. Conferences will include hormone control of sex differentiation, ectopic hormone biosynthesis, and endocrine related diseases. The course is designed as an extension of the course Differentiation in Development and Disease. Weight: 2. *K. McCarty Sr., B. Kaufman, and K. McCarty Jr.*

**BCH-357 (B). Research in Biochemistry.** In a limited number of cases, a student will be permitted to participate in the research program of a faculty member. Acceptance is by individual arrangement with the proposed faculty preceptor. Weight: 1-18. *Staff*

**BCH-358 (B). Research in Biochemistry.** In a limited number of cases, a student will be permitted to participate in the research program of a faculty member. Acceptance is by individual arrangement with the proposed faculty preceptor. Weight: 1-18. *Staff*

**BCH-417 (B). Membranes, Receptors and Cellular Signalling.** Basic and current concepts of the biological membranes, membrane proteins and organization; mechanism of action of hormones at the cellular level including hormone-receptor interactions, secondary messenger systems for hormones, mechanism of regulation of hormone responsiveness, regulation of growth, differentiation and proliferation, cellular electrophysiological mechanisms of transport and ions channels, secretory and sensory stimulus sensing and transduction. Some lectures will stress the clinical correlation of the basic concepts in the course. Weight: 3. *Webster, Caron, Bell, and invited lecturers*

## Biological Anthropology and Anatomy

Professor: Richard F. Kay, Ph.D. (Yale, 1973), *Chairman*.

Professors: Matthew Cartmill, Ph.D. (Chicago, 1970); William L. Hylander, D.D.S. (Illinois, 1963), Ph.D. (Chicago, 1972); James B. Duke Professor Elwyn L. Simons, Ph.D. (Princeton, 1956), D. Phil. (Oxford, 1959); John Terborgh, Ph.D. (Harvard, 1963).



Associate Professors: Kenneth Glander, Ph.D. (Chicago, 1975); Kathleen K. Smith, Ph.D. (Harvard, 1980); Carel van Schaik, Ph.D. (Utrecht, 1985).

Assistant Professors: Frank H. Bassett III, M.D. (Louisville, 1957); Mary C. Maas, Ph.D. (State Univ. of New York at Stony Brook, 1988); V. Louise Roth, Ph.D. (Yale, 1982); Frances J. White, Ph.D. (State Univ. of New York at Stony Brook, 1986); Patricia C. Wright, Ph.D. (City Univ. of New York, 1985).

Visiting Assistant Professors: Marianne Bouvier, Ph.D. (Duke, 1982); David Watts, Ph.D. (Chicago, 1983).

Research Associates: D.J. Meldrum, Ph.D. (State Univ. of New York at Stony Brook, 1989); Michael E. Pereira, Ph.D. (Chicago, 1984); Matthew Ravosa, Ph.D. (Northwestern, 1989); Hans Thewissen, Ph.D. (Michigan, 1989).

Instructor: Kirk Johnson, M.A. (Duke, 1981).

Emeritus: Kenneth L. Duke, Ph.D. (Duke, 1940).

## Required Course

First-year medical students are required to take Gross Anatomy (BAA-200). All instruction is designed to be informal and individualized.

**BAA-200. Gross Human Anatomy.** Includes complete dissection of a cadaver; laboratory work is supplemented by conferences which place emphasis upon biological and evolutionary aspects. 3 units. *Staff*

## Electives

**BAA-214 (B). Anatomy of the Head and Neck.** This course is designed to be a review of the head and neck, emphasizing its phylogenetic and ontogenetic development along with clinically important features of the anatomy of this region. Weight: 2. *Smith and staff*

**BAA-221 (B). Anatomy of the Trunk.** Emphasis will be on the anatomy of the thoracic, abdominal, and pelvic organs including relationships, blood supply, and innervations and, where practical, developmental and microscopic anatomy. The dissections will be supplemented with audiovisual presentations and discussions with such prosections as are available. Weight: 2. *Duke*

**BAA-224 (B). Tutorial in Gross Anatomy.** A detailed review of selected regions of the human body in the context of the "core" gross anatomy sequence. Student will plan prosections, special presentations, etc., with staff. Student will also elect to study one or more selected regions in consultation with staff. Weight: 1-5. *Staff*

**BAA-231 (B). Anatomy of Back and Extremities.** Complete dissection of back and extremities including pectoral and pelvic girdles. Visual aids will be used extensively. Course planned for orthopaedics, general practice, or neurosurgery. Weight: 3. *Bassett and staff*

## Cell Biology

George Barth Geller Professor for Research in Molecular Biology Michael P. Sheetz, Ph.D. (California Institute of Technology, 1972), *Chairman*.

Professors: Celia Bonaventura, Ph.D. (Texas at Austin, 1968); Joseph Bonaventura, Ph.D. (Texas at Austin, 1968); Marc G. Caron, Ph.D. (Miami, 1973); Sheila J. Counce, Ph.D. (Edinburgh, 1954); Harold P. Erickson, Ph.D. (Johns Hopkins, 1969); James B. Duke Professor Edward A. Johnson, M.D. (Sheffield, 1953); Thomas J. McIntosh, Ph.D. (Carnegie Mellon, 1973); R. Bruce Nicklas, Ph.D. (Columbia, 1958); George M. Padilla, Ph.D. (California at Los Angeles, 1960); Michael K. Reedy, M.D. (Washington, 1962); Jacqueline A. Reynolds, Ph.D. (Washington, 1963); James B. Duke Professor J. David Robertson, M.D. (Harvard, 1945).

Associate Professors: Joseph M. Corless, M.D., Ph.D. (Duke, 1972); Frederick H. Schachet, Ph.D. (Stanford, 1974); David W. Schomberg, Ph.D. (Purdue, 1965).

Assistant Professors: Yair Argon, Ph.D. (Harvard, 1980); Thomas G. Chappell, Ph.D. (Stanford, 1986); Jonathan Cohn, M.D. (Rockefeller, 1978); William E. Garrett, Jr., M.D., Ph.D. (Duke, 1976); Yusuf A. Hannun, M.D. (American University of Beirut, 1981); Michael K. Lamvik, Ph.D. (Chicago, 1976); Virginia Ann Lightner, M.D., Ph.D. (Duke, 1982); Patricia M. Saling, Ph.D. (Pennsylvania, 1979); Margaret A. Titus, Ph.D. (Brandeis, 1987).



Associate Medical Research Professor: Kenneth A. Taylor, Ph.D. (Berkeley, 1975).  
 Assistant Medical Research Professors: Richard J. Bartlett, Ph.D. (Texas, 1976); Ling-Yi Chang, Ph.D. (North Carolina State, 1982); David Miller III, Ph.D. (Rice, 1981); Rebecca J. Van Beneden, Ph.D. (Johns Hopkins, 1982).  
 Adjunct Professors: Vladimir Petrow, Ph.D., D.Sc. (London, 1947), F.R.S.C. (England, 1944); Martin Rodbell, Ph.D. (Washington, 1954).  
 Adjunct Associate Professor: J. Mailen Kootsey, Ph.D. (Brown, 1966).  
 Adjunct Assistant Professors: E. Timothy O'Brien, Ph.D. (California at Santa Barbara, 1986); Glenn E. White, Ph.D. (Harvard, 1983).  
 Emeritus: R. J. Reynolds Professor in Medical Education Montrose J. Moses, Ph.D. (Columbia, 1949).

## DIVISION OF PHYSIOLOGY

Professor: James B. Duke Professor J. Joseph Blum, Ph.D. (Chicago, 1954), *Head of Division*.  
 Professors: John W. Gutknecht, Ph.D. (North Carolina at Chapel Hill, 1963); Stuart Handwerker, M.D. (Maryland, 1964); Diane L. Hatchell, Ph.D. (Marquette, 1968); Frans F. Jobsis, Ph.D. (Michigan, 1958); Melvyn Lieberman, Ph.D. (State Univ. of New York, 1964); Lazaro J. Mandel, Ph.D. (Pennsylvania, 1969); Thomas J. McManus, M.D. (Boston, 1955); Robert Plonsey, Ph.D. (California, 1956); George G. Somjen, M.D. (New Zealand, 1961); Joachim R. W. Sommer, M.D. (Munich, 1951); Madison S. Spach, M.D. (Duke, 1954); Ian L. Taylor, M.B., Ch.B., Ph.D. (Liverpool School of Medicine, 1976).  
 Associate Professors: Onyekwere E. Akwari, M.D. (Southern California, 1970); Nels C. Anderson, Ph.D. (Purdue, 1964); Peter B. Bennett, Ph.D., D. Sc. (Southampton, England, 1964); Frederick R. Cobb, M.D. (Mississippi, 1964); Joseph C. Greenfield, M.D. (Emory, 1956); Elliott Mills, Ph.D. (Columbia, 1964); Steven R. Vigna, Ph.D. (Washington, 1978).  
 Assistant Professors: Page A. W. Anderson, M.D. (Duke, 1963); Bruce A. Benjamin, Ph.D. (Oklahoma, 1980); Vincent W. Dennis, M.D. (Georgetown, 1966); Mark K. Drezner, M.D. (Pittsburgh, 1970); Michael Freemark, M.D. (Duke, 1976); Ann LeFurgey, Ph.D. (North Carolina at Chapel Hill, 1976); J. Scott Rankin, M.D. (Tennessee, 1969); R. Sanders Williams, M.D. (Duke, 1973); William E. Yarger, M.D. (Baylor, 1971).  
 Associate Medical Research Professor: Peter G. Aitken, Ph.D. (Connecticut, 1978).  
 Assistant Medical Research Professors: Kathleen G. Dickman, Ph.D. (Connecticut, 1985); Bruce Maurice Klitzman, Ph.D. (Virginia, 1979); Bruce Lobaugh, Ph.D. (Pennsylvania State, 1981); Leslie A. Lobaugh, Ph.D. (Duke, 1986); Joseph R. Stimers, Ph.D. (Southern California, 1982).  
 Adjunct Professors: John C. Parker, M.D. (Yale, 1961); Kenneth Sugioka, M.D. (Washington, 1949).  
 Adjunct Associate Professors: Franklin G. Hempel, Ph.D. (Texas, 1969); Charles R. Horres, Jr., Ph.D. (Duke, 1975); James M. Schooler, Jr., Ph.D. (Wisconsin, 1964).  
 Adjunct Assistant Professors: Reginald D. Carter, Ph.D. (Bowman Gray, 1970); Alan D. Magid, Ph.D. (Washington, 1974); Elizabeth Murphy, Ph.D. (Pennsylvania, 1980); R. Neal Shepherd, Ph.D. (Duke, 1975).  
 Emeritus: James B. Duke Professor Knut Schmidt-Nielsen, Dr. Phil. (Copenhagen, 1952).

## Required Courses

**CBI-200. Cell and Tissue Biology.** Lectures on the structure and function of the cells and tissues of the body. The laboratory provides practical experience with light microscopy studying and analyzing the extensive slide collection of mammalian tissues. *McIntosh and staff*

**CBI-201. Microscopic Anatomy.** Lectures on the structural organization of the organs of the body, as determined by light and electron microscopy, with emphasis on the relation of structure to function at the cellular level. Laboratory sessions are used to study and analyze our extensive slide collection of mammalian tissues. *McIntosh and staff*

**CBI 202. Medical Physiology.** Lectures and conferences on cell and organ physiology. Human and medical aspects are stressed in clinical conferences. Lectures, conferences, and computer-based laboratory exercises. *Somjen and staff*

## Electives

**CBI-217 (B). Membrane Transport.** Basic principles of the transport of water and solutes across biological and model membranes. The course uses physicochemical principles to achieve a comprehensive understanding of phenomena such as active and passive transport, energy barriers through membranes, surface effects, and ion selec-

tivity. The methodology and conceptual framework for the study of transport is described with selected examples from bilayers, red blood cells, nerve and epithelia. Physical chemistry is recommended. Prerequisites: consent of instructor. Weight: 3. *Mandel and Simon*

**CBI-219 (B). Preceptorship in Cell Biology/Physiology.** Guided independent study of original literature and/or research experience in cell biology and/or physiology. Prerequisites: consent of instructor and departmental Director of Medical Studies. Weight: 1-18. *Padilla*

**CBI-222 (B). Oxygen and Physiological Function.** Primary emphasis is on the physiology of respiration. Topics covered include pulmonary mechanics, gas exchange, ventilation-perfusion relationships, central and peripheral regulation of ventilation and respiratory responses to exercise, altitude and hyperbaric environments. Weight: 2. *Jobsis*

**CBI-225 (B). Neurobiology of Sensory Systems.** This interdisciplinary course will focus on several principles involved in the structure, biochemistry and electrophysiology of sensory systems. The major focus will be in the visual system with lesser emphasis on auditory, gustatory, olfactory and somatic-sensory (pain, touch, pressure) systems. The systems will be examined from the receptor to the cortical levels. Weight: 3. *Simon, Corless, and staff*

**CBI-234 (B). Methods in Biological Simulation.** Application of digital computers to modeling physiological processes. Emphasis on practical uses and pitfalls in both continuous and discrete systems. Topic studies include: membrane excitability, epithelial transport, metabolic pathways, sensory transduction, molecular graphics, and cellular motility. Methods include: numerical solution of differential equations, graph theory, and finite element methods. Prerequisites: familiarity with computer programming and permission of instructor. Weight: 3. *Magid and staff*

**CBI-259 (B). Molecular Biology I: Protein and Membrane Structure/Function.** Detailed concepts of the structure and function of proteins as enzymes and as structural elements of cellular substructures including: protein primary structure and its determination, patterns of protein folding, mechanisms of enzyme catalysis and regulation, function and formation of multimeric protein assemblies, proteins and other constituents of biological membranes. Weight: 3. *Erickson, D. Richardson, Bell, Hill, and J. Richardson*

**CBI-269 (B). Advanced Cell Biology.** Structural and functional organization of cells and their components with emphasis on current research problems and prospects. Weight: 3. *Erickson, Nicklas, and staff*

**CBI-320 (B). Cell Differentiation in Development and Disease.** The primary objective is to present important concepts of organization and retrieval of genetic information as they relate to storage, replication, transcription, processing, and translation of genetic information. Chromosome inactivation, gene amplification, and the impact of nucleocytoplasmic interactions on the regulation of differentiation will be considered. Transition phases of cell cycle will be discussed in regard to normal and oncogene function. Conferences will be devoted to specific examples dealing with critical aspects of differentiation involved in development of normal and disease states. The course is designed as an introduction to Hormone and Tissue Interactions in Differentiation and Disease. Weight: 2. *Counce and McCarty*

**CBI-321 (B). Hormone and Tissue Interactions in Differentiation and Disease.** Hormones and other biochemical signals involved in the regulation of the differentiated state including amino acids, polypeptide and steroid hormone response in insects, snails, and higher vertebrates will be discussed in terms of the new biotechnology used to elucidate mechanisms of information transfer and gene control at the level of the

chromatin. Cell-cell, cell-matrix, and hormonal interactions will be considered as control elements in development and differentiation. Interactions involving the cell surface, the basal lamina, and extracellular matrix will be discussed in terms of organization of cell populations in gastrulation and neurulation and in the differentiation of limb bud/pancreas/lymphocyte/and neural tissue. Conferences will include hormone control of sex differentiation, ectopic hormone biosynthesis, and endocrine related diseases. The course is designed as an extension of the course *Differentiation in Development and Disease*. Weight: 2. *S. Counce, K. McCarty Sr., B. Kaufman, and K. McCarty Jr.*

**CBI-340 (B). Tutorial in Cell Biology/Physiology.** Selected topics will be chosen for intensive reading and discussion. Topics may be chosen relating to basic problems of cytology, growth and development, biophysics, endocrinological control, neuroanatomy, physiological differentiation, and evolutionary origins of functional microsystems. Prerequisites: permission of faculty preceptor. Weight: 1-3. *Staff*

**CBI-414 (B). The Human Embryo.** The first eight weeks of development are considered in detail including fertilization, implantation, formation and function of embryonic membranes and placenta, and establishment of major organ systems. Emphasis is placed on distinctive features of human embryogenesis and on causes, identification, and treatment of congenital defects. Weight: 2. *Counce, Crain, and Effmann*

**CBI-417 (B). Membranes, Receptors and Cellular Signalling.** Basic and current concepts of biological membranes, membrane proteins and organization; mechanism of action of hormones at the cellular level including hormone-receptor interactions, secondary messenger systems for hormones, mechanisms of regulation of hormone responsiveness, regulation of growth, differentiation and proliferation, cellular electrophysiological mechanisms of transport and ion channels, secretory and sensory stimulus sensing and transduction. Some lectures will stress the clinical correlation of the basic concepts elaborated in the course. Weight: 3. *Caron, Bell, and invited lecturers*

**CBI-418 (B). Reproductive Biology.** An in-depth study of male and female reproductive processes including hypothalamic, pituitary, and gonadal control mechanisms as well as the physiology of pregnancy and parturition. Lectures by guest clinical faculty will emphasize the interface between basic science and clinical aspects. The lecture material in each section of the course is followed by seminar presentations which will contribute to CBI 424B, a co-requisite for the course. Weight: 2. *Anderson, Tyrey, and Schomberg*

**CBI-424 (B). Reproductive Biology Seminar.** Selected topics in reproductive biology will be chosen for in-depth reading and analysis in the seminar format. The seminar is to be taken as a co-requisite with CBI 418B. Weight: 1. *Anderson, Tyrey, and Schomberg*

## Community and Family Medicine

### DEPARTMENT OF COMMUNITY AND FAMILY MEDICINE

Professor George R. Parkerson, Jr., M.D. (Duke, 1953), M.P.H. (North Carolina at Chapel Hill, 1977). *Chairman.*

### DIVISION OF BIOMETRY

Associate Professor: William E. Wilkinson, Ph.D. (North Carolina at Chapel Hill, 1968); *Chief.*

Professors: Daniel G. Blazer II, M.D. (Tennessee, 1969), Ph.D. (North Carolina at Chapel Hill, 1980); Thomas E. Frothingham, M.D. (Harvard, 1951); Stephen L. George, Ph.D. (Southern Methodist, 1969); William E. Hammond, Ph.D. (Duke, 1967).

Associate Professors: John R. Feussner, M.D. (Vermont, 1973); Frank E. Harrell, Jr., Ph.D. (North Carolina at Chapel Hill, 1979); Kerry L. Lee, Ph.D. (North Carolina at Chapel Hill, 1974); William W. Stead, M.D. (Duke, 1973).

Assistant Professors: Craig Beam, Ph.D. (Iowa, 1986); Deborah V. Dawson, Ph.D. (North Carolina at Chapel Hill, 1981). George W. Divine, Ph.D. (University of Texas School of Public Health, 1987);



James E. Herndon, II, Ph.D. (North Carolina at Chapel Hill, 1988); Lawrence H. Muhlbaier, Ph.D. (North Carolina at Chapel Hill, 1981); Bercedis L. Peterson, Ph.D. (North Carolina at Chapel Hill, 1986); Gina R. Petroni, Ph.D. (Michigan, 1990); Carl F. Pieper, Ph.D. (Columbia, 1990); Gary L. Rosner, Sc.D. (Harvard, 1985); Gregory P. Samsa, Ph.D. (North Carolina at Chapel Hill, 1988); Lloyd R. Smith, Ph.D. (Alabama at Birmingham, 1985).

Medical Research Professor: Kenneth G. Manton, Ph.D. (Duke, 1974).

Research Associates: James D. Collins, Ph.D. (Duke, 1982); Roland Gettliffe, Ph.D. (Duke, 1989); Michael Helms, B.S. (North Carolina at Chapel Hill, 1971).

## **DIVISION OF EDUCATIONAL RESEARCH AND DEVELOPMENT**

Assistant Professor: Maurice A. Hitchcock, Ed.D. (Baylor, 1979) *Chief*

Clinical Associate: William H. Billica, M.D. (North Carolina at Chapel Hill, 1985); Roberta L. Scherr, M.D. (Hahnemann Univ., 1987).

Associate in Research: Flavio Marconi Monteiro, M.S. (Baylor, 1985).

## **DIVISION OF PRIMARY CARE EPIDEMIOLOGY**

Assistant Professor: Walter E. Broadhead, M.D. (Duke, 1981), Ph.D. (North Carolina at Chapel Hill, 1987), *Chief*.

Assistant Professor: Jonathon L. Sheline, M.D. (North Carolina at Chapel Hill, 1984), M.P.H. (Harvard, 1978).

Assistant Medical Research Professor: Edward H. O'Neil, Ph.D. (Syracuse, 1984).

## **FAMILY MEDICINE DIVISION**

Assistant Professor: James L. Michener, M.D. (Harvard, 1978); *Chief*.

Professors: David M. Eddy, M.D. (Virginia, 1963), Ph.D. (Stanford, 1978); Clark C. Havighurst, J.D. (Northwestern, 1958); Harmon L. Smith, Ph.D. (Duke, 1962); David G. Warren, J.D. (Duke, 1964).

Associate Professors: Barrie J. Hurwitz, M.B. (Witwatersrand Univ, 1968); Joseph Lipscomb, Jr., Ph.D. (North Carolina at Chapel Hill, 1975); Robert J. Sullivan, Jr., M.D. (Cornell, 1966), M.P.H. (North Carolina at Chapel Hill, 1973).

Assistant Professors: Toni M. Cutson, M.D. (Virginia, 1980); John B. Nowlin, M.D. (Duke, 1959); Ruby L. Wilson, Ed.D. (Duke, 1968).

Associate: Catherine M. Severns, R.N.P. (Yale, 1971).

Assistant Clinical Professors: Kathryn A. Andolsek, M.D. (Northwestern, 1975); Melvin Berlin, M.D. (Duke, 1953); Kathryn Bucci, Pharm.D. (St John's University, 1986); Joyce A. Copeland, M.D. (North Carolina at Chapel Hill, 1975); Clark R. Denniston, M.D. (Georgetown, 1983); Howard Eisenson, M.D. (Duke, 1979); Sabra C. Hitchcock, Ed.D., (Baylor, 1980); Victoria K. Johnson, M.D. (UCLA, 1985); Mary Lee Lobach, M.D. (Vanderbilt, 1984); Albert A. Meyer, M.D. (S.U.N.Y. at Brooklyn, 1975); Elizabeth Nadler, M.D. (New York Univ., 1985); Richard K. Serra, M.D. (Michigan, 1977); Barbara L. Sheline, M.D. (North Carolina at Chapel Hill, 1984) M.P.H. (North Carolina at Chapel Hill, 1984); Bret C. Williams, M.D. (Kansas, 1976). Kimberely S. Yarnall, M.D. (Florida, 1985).

Clinical Associates: Anthony J. Geraci, M.D. (S.U.N.Y. at Buffalo, 1986); Janet E. Lehr, M.D. (Florida, 1982); Cecil Price, M.D. (Bowman-Gray, 1982); Loretta Sutphin, M.D., (Duke, 1986); Anne Walch, B.H.S. (Duke, 1985).

Clinical Instructor: Joseph W. Kertesz, Jr., M.A. (Michigan, 1973).

Research Associate: William T. Vaughan, R.Ph., R.P.A. (North Carolina at Chapel Hill, 1972).

## **DIVISION OF OCCUPATIONAL MEDICINE**

Associate Clinical Professor: George W. Jackson, M.D. (Western Reserve, 1968). *Chief*.

Professor: Siegfried H. Heyden, M.D. (Univ. of Berlin, Germany, 1951).

Assistant Professors: Linda Frazier, M.D. (Mount Sinai, 1980); Samuel Moon, M.D. (Virginia, 1975).

Assistant Medical Research Professor: Jerry J. Tulis, Ph.D. (Catholic University of America, 1965).

Associate: Dennis Darcey, M.D. (North Carolina at Chapel Hill, 1986) M.P.H. (North Carolina at Chapel Hill, 1988).

Assistant Clinical Professors: David K. Broadwell, M.D. (Baylor, 1976) M.P.H. (Texas, 1986); John W. Cromer, Jr., M.D. (Nebraska, 1972); Gary N. Greenberg, M.D. (Northwestern, 1978), M.P.H. (North Carolina at Chapel Hill, 1983);

Woodhall Stopford, M.D. (Harvard, 1969) M.S.P.H. (North Carolina at Chapel Hill, 1980); Wayne R. Thomann, Ph.D. (North Carolina at Chapel Hill, 1983).

Clinical Associates: Andrew S. Silberman, M.S.W. (North Carolina at Chapel Hill, 1982).

Research Associate: James M. Schmidt, B.H.S. (Duke, 1974).

## DIVISION OF PHYSICIAN'S ASSISTANT TRAINING

Associate Clinical Professor: Reginald D. Carter, Ph.D. (Bowman Gray, 1970), *Chief*.

Assistant Clinical Professor: Joyce A. Copeland, M.D. (North Carolina at Chapel Hill, 1975) *Medical Director*.

Professor: Arthur C. Christakos, M.D. (South Carolina, 1955).

Assistant Professor: Malcolm Henderson Rourk, Jr., M.D. (Pennsylvania, 1963).

Assistant Clinical Professor: Michael Hamilton, M.D. (Rochester, 1964), M.P.H. (North Carolina at Chapel Hill, 1969),

Clinical Associates: Lovest T. Alexander, M.H.S. (Duke, 1991); Mary Kay Austin, M.P.H. (North Carolina at Chapel Hill, 1985); Patricia A. Dieter, M.P.A. (Penn State, 1983); Paul C. Hendrix, M.H.S. (Duke, 1991); Phillip A. Price, M.H.S. (Duke, 1991); Jan Victoria Scott, M.H.S. (Duke, 1991).

Instructor: Joyce Nichols, R.P.A. (Duke, 1970).

## DUKE DIET AND FITNESS CENTER

Assistant Clinical Professor: Michael A. Hamilton, M.D. (Rochester, 1964), M.P.H. (North Carolina at Chapel Hill, 1969) *Chief*.

Assistant Clinical Professor: Ronette L. Kolotkin, Ph.D. (Minnesota, 1978).

## ADJUNCT FACULTY

Adjunct Professors: Barbara S. Hulka, M.D. (Columbia, 1959), M.P.H. (Columbia, 1961), Chapel Hill, NC.

Adjunct Associate Professors: James F. Gifford, Jr., Ph.D. (Duke 1969) Durham, NC; Richard J. Levine, M.D. (St. Louis, 1971), Research Triangle Park, NC.

Adjunct Assistant Professors: Daniel A. Shugars, D.D.S. (Northwestern, 1975) Ph.D. (Northwestern, 1978); James D. Bernstein, M.H.A. (Michigan, 1968), Raleigh, NC; Brian A. Boehlecke, M.D. (S.U.N.Y. at Buffalo, 1970), M.P.H. (North Carolina at Chapel Hill, 1981).

## COMMUNITY FACULTY

Assistant Professor: Lars C. Larsen, M.D. (S.U.N.Y. at Syracuse, 1973); Fayetteville, NC.

Associate Clinical Professor: Charles Ellenbogen, M.D. (Chicago-Pritzker, 1964), Fayetteville, NC.

Assistant Clinical Professor: James M. Wetter, M.D. (S.U.N.Y. at Buffalo, 1974), Fayetteville, NC.

Consulting Professor: Donald M. Hayes, M.D. (Bowman Gray, 1954), Greensboro, NC.

Associate Consulting Professors: Joan Cornoni-Huntley, Ph.D. (North Carolina at Chapel Hill, 1970), Chapel Hill, NC; Sigrid J. Nelius, M.D. (Ludwig Maximilian, Germany, 1949), Durham, NC; Katharine M. Simon, Ph.D. (Iowa, 1979) St. Louis, MO; Samuel W. Warburton, Jr., M.D. (Pennsylvania, 1969).

Assistant Consulting Professors: Lawrence M. Alexander, M.D. (Duke, 1952), Sanford, NC; J. Powell Anderson, M.D. (Duke, 1949), Waynesboro, VA.; William G. Aycock, M.D. (Duke, 1954), Mebane, NC; Evan A. Ballard, M.D. (Duke, 1976), Jonesville, NC; Daniel H. Barco, M.D. (Duke, 1972), Durham, NC; James E. Barham, M.D. (Duke, 1974), Anderson, SC; William J. Blackley, M.D., (North Carolina at Chapel Hill, 1975), Elkin, NC; James S. Blair, Jr., M.D. (Maryland, 1947), Wallace, NC; Donald E. Bley, M.D. (Duke 1972), Fredericksburg, VA; Don W. Bradley, M.D. (Med. Coll. of Va., 1976), Durham, NC; Susan E. Brown, M.D. (Georgetown, 1976), Durham, NC; Jack R. Cahn, M.D., (Penn. State at Hershey, 1972), Sparta, NC; Jane T. Carswell, M.D. (Med. Coll. of Va., 1958), Lenoir, NC; Jerry Cassuto, M.D. (New York Med. Coll., 1956), Greensboro, NC; Robert S. Cline, M.D., (North Carolina at Chapel Hill, 1957), Sanford, NC; Timothy D. Coughlin, M.D. (Cincinnati, 1972), Reno, NV; Bruce A. Dalton, Jr., M.D. (North Carolina at Chapel Hill, 1969), Research Triangle Park, NC; Charles Davant III, M.D. (North Carolina at Chapel Hill, 1972), Blowing Rock, NC; John D. Davis, Jr., M.D. (North Carolina at Chapel Hill, 1978), Blowing Rock, NC; Clyde J. Dellinger, M.D. (Duke, 1961), Drexel, NC; Elizabeth R. DeLong, Ph.D. (North Carolina at Chapel Hill, 1979), Chapel Hill, NC; Curtis J. Eshelman, M.D. (Michigan, 1971), Durham, NC; Lawrence L. Fleenor, Jr., M.D., (Virginia, 1966), Big Stone Gap, VA; John S. Gaskin, Jr., M.D. (Duke, 1959), Albemarle, NC; Raymond A. Gaskins, Jr., M.D. (North Carolina at Chapel Hill, 1975, Fayetteville, NC; Harry I. Geisberg, M.D. (Louisville, 1972), Anderson, SC; E. Wilson Griffin III, M.D. (Duke, 1977), Jonesville, NC; Albino Gomez-Uria, M.D. (Madrid School of Medicine, 1962), Asheville, NC; James K. Hartye, M.D. (Vanderbilt, 1977), North Wilkesboro, NC; Richard R. Honablu, M.D. (Meharry Med Coll, 1974), Williamsburg, VA; Paul O. Howard, M.D. (Virginia, 1955), Sanford, NC; Peter Jacobi, M.D. (Western Reserve, 1979), Durham, NC; Lane E. Jennings, M.D. (Miami, 1975), Port Orange, FL; Pamela H. Jessup, M.D. (Bowman Gray, 1977), Sanford, NC; Eric M. Johnsen, M.D. (Wayne State, 1977), Albermarle, NC; Lyndon K. Jordan, M.D. (Duke, 1965), Smithfield, NC; Hervy B. Kornegay, Sr., M.D. (Bowman Gray, 1957), Mount Olive, NC; Ricky L. Langley, M.D. (Bowman Gray, 1983) M.P.H. (North Carolina at Chapel Hill, 1988) Greenville, NC; Charles W. Lapp, M.D. (Albany Med. Coll, 1974), Raleigh, NC; Walter L. Larimore, M.D. (Louisiana, 1977) Byron City, NC; Richard V. Liles, Jr., M.D. (North Carolina at Chapel Hill, 1957), Albemarle, NC; Rodney L. Lowman, Ph.D. (Michigan State, 1979), Bel Aire, TX; Mary E. Lyon, M.D. (Bowman Gray, 1977), Sparta, NC; Kathryn Magruder-Habib, Ph.D. (North Carolina at Chapel Hill, 1987), Washington, DC; Robert H. McConville, Jr., M.D. (Indiana, 1972), Sanford, NC; G. Yancey Mebane,



M.D. (Duke 1954), Mebane NC; Lawrence Myers, Ph.D. (Calif-Berkley, 1972), RTP, NC; Timothy R. Oman, M.D. (Virginia, 1981), Raleigh, NC; George R. Parkerson, III, M.D. (Duke, 1984), M.P.H. (Harvard, 1985), Durham, NC; Melvin T. Pinn, Jr., M.D. (Virginia, 1976), Charlotte, NC; Calvin Reams III, M.D. (Miami 1975), Thomasville, NC; Jessica Sax-Schorr, M.D. (Tufts, 1977), Charlotte, NC; Charles P. Scheil, M.D. (Duke, 1958), Lenoir, NC; Evelyn D. Schmidt, M.D. (Duke 1951) M.P.H. (Columbia, 1962), Durham, NC; Harold D. Schutte, M.D. (Loma Linda, 1962), Asheville, NC; Philip G. Singer, M.D. (Duke, 1975), Hillsborough, NC; Hal M. Stuart, M.D. (Bowman Gray, 1956), Elkin, NC; Richard L. Taylor, M.D. (North Carolina at Chapel Hill, 1962), Oxford, NC; George R. Tucker Jr., M.D. (North Carolina at Chapel Hill, 1955) Henderson, NC; Beverly W. Tucker, M.D., (North Carolina at Chapel Hill, 1966) Henderson, NC; Christopher Unger, M.D. (Pennsylvania, 1969), Bethesda, MD; William B. Waddell, M.D. (Duke, 1962), Galax, VA; John W. Watson, M.D. (Med. Coll. of Va., 1953), Oxford, NC; Abner C. Withers, M.D. (North Carolina at Chapel Hill, 1962), Morganton, NC; Glenn A. Withrow, M.D. (North Carolina at Chapel Hill, 1985), Durham, NC; Robert K. Yowell, M.D. (Duke, 1961), Durham, NC.

Consulting Associates: John B. Anderson, Jr., M.D. (Cincinnati, 1980), Oxford, NC; Kevin Broyles, M.D. (Florida, 1986), Chapel Hill, NC; Daniel D. Crummett, M.D. (Wayne State, 1982), Hillsborough, NC; William E. Hall, M.D. (Abraham Lincoln College of Medicine, 1973), Sanford, NC; David C. Jones, M.D. (Duke, 1979), Mebane, NC; Frank W. Leak, M.D. (North Carolina at Chapel Hill, 1967), Clinton, NC; J.T. Newton, M.D. (North Carolina at Chapel Hill, 1981), Clinton, NC; Sandra J. Newton, M.D. (Wayne State, 1984), Durham, NC; Gary N. Pasternak, M.D. (California at San Deigo, 1983), M.P.H. (California at Berkley, 1987), San Jose, CA; Latham C. Peak, M.D. (Bowman Gray, 1951), Clinton, NC; Malcom H. Pannill, B.H.S. (Bowman Gray, 1988) Fayetteville, NC; Gwendolyn Powell, M.D. (Miami, 1981), M.P.H. (North Carolina at Chapel Hill, 1986), Durham, NC; Deborah Smith, M.S.W. (North Carolina at Chapel Hill, 1979), Durham, NC; Greg Stave, M.D. (Duke, 1984) J.D. (Duke, 1984) M.P.H. (North Carolina at Chapel Hill, 1989), R.T.P., NC.

Emeriti: E. Harvey Estes, Jr., M.D.; Leonard J. Goldwater, M.D.; Dorothy E. Naumann, M.D.; Max Woodbury, Ph.D.

## Required Course

**CFM-205. Clerkship in Family Medicine.** This basic course in family medicine consists of an eight-week clinical clerkship in the second year. The course's goal is to provide students with an understanding of the principles of family medicine and of how these principles apply in community practice. The course emphasizes continuous and comprehensive health care for people of both sexes and all ages within the context of their social groups and the communities. Particular attention is paid to the diagnosis and treatment of common medical problems and to health maintenance, ambulatory care, continuity of care and the role of consultants in primary care. Other topics covered include social factors, such as the doctor-patient relationship and the role of the physician in the community, and the economics of health care delivery.

The clerkship is divided into two parts. During the first half, students are placed with community-based faculty who are practicing family physicians in communities outside of Durham, principally within North Carolina. Many of these preceptorship sites are in rural communities, providing students with exposure to many issues of rural health care such as farming and other occupational injuries, transportation difficulties, and local customs. Students gain extensive experience in diagnosing and managing patient problems under the guidance of the department's faculty. In addition, the preceptorship provides students with opportunities to see patients in a variety of settings, including office, home, nursing home, and community hospital.

For the second half of the clerkship, students are based with full-time family medicine faculty on campus. In addition to continued primary care clinical experience, this segment provides intensive training in health maintenance and disease prevention. Students review the recommendations from the U. S. Preventive Services Task Force, and develop the skills necessary to provide patients with quality health maintenance care. The students learn counseling skills in nutrition, exercise, safe sex practices, and smoking and alcohol cessation. Didactic sessions cover screening tests and immunizations, along with the epidemiologic background for evaluating these practices. Students also visit various community sites which offer health maintenance.



The on-campus component provides considerably more structured instruction, while the off-campus preceptorship provides a more "real life" experience in the practice of medicine in the community. The two components supplement each other, and together offer the student a broad exposure to medical problems and a realistic perspective on medicine and its relation to other important institutions in the community. It also provides a basis for understanding the interdependent relationships between community and referral center physicians.

**CFM-207. Preceptorship in Family Medicine.** This course is identical to the preceptorship component of CFM-205, described above. Each student has a choice of either CFM-205 or a combination of CFM-207 and MED-207, the four-week neurology clerkship.

## **Electives**

**CFM-211 (B). Probability and Statistical Inference.** Laws of probability, probability distributions, descriptive statistics, graphical displays of relationships, philosophy of statistical tests, tests for differences in central tendency, paired comparisons and correlation. Parametric and non-parametric procedures. Simple linear regression and one-way analysis of variance. Type I and Type II errors and problems of multiple comparisons. Weight: 4. *Dawson*

**CFM-212 (B). Design of Etiological, Clinical and Experimental Studies.** General principles and issues of study design. Observational studies, including descriptive (correlational, case report, cross-sectional) studies, cohort and case-control designs, their relative advantages, and statistical methods used in their analysis. Classical designs (parallel group, randomized block, and cross-over) will be surveyed. Introduction to controlled clinical trials and to sequential design strategies. Ethical considerations will be discussed. Prerequisite: CFM 211B. Weight: 3. *Staff*

**CFM-213 (B). Research Data Management and Statistical Computing.** Database management considerations and file structures for collecting and organizing research data. Uses IBM-PCs, DataEase, and SAS for examples. Prerequisite: CFM 211B and experience with PC-DOS (e.g., Continuing Education short course) or permission of instructor. Weight: 3. *Muhlbaier*

**CFM-217 (B). Clinical Decision Analysis.** Using formal methods for analyzing complex patient management problems. Structuring problems as trees. Applying data from the literature to estimate the likelihood of outcomes. Quantitating the value of health outcomes. Calculating the strength of preference for one strategy over others. Decision analysis as a guide to clinical research and as a policy tool. Prerequisite: CFM 211B or permission of instructor. Weight: 3. *Matchar*

**CFM-233 (B). Biomedical Uses of Computers.** An in-depth study of the use of computers in biomedical applications. Important concepts related to hardware, software, and applications development will be studied through analysis of state-of-the-art systems involving clinical decision support, computer-based interviewing, computer-based medical records, departmental/ancillary systems, instructional information systems, management systems, national data bases, physiological monitoring, and research systems. C-L: Biomedical Engineering 243. Weight: 3. *Hammond*

**CFM-234 (B). Artificial Intelligence in Medicine.** An introduction to basic concepts of Artificial Intelligence (AI) and an in-depth examination of medical applications of AI. The course includes heuristic programming and a brief examination of the classic AI programming languages (LISP and PROLOG) and a study of rule-based systems and cognitive models. Specific applications examined in detail include MYCIN, ONCOCIN, PIP, CASNET, and INTERNIST and selected EXPERT systems. C-L: Biomedical Engineering 265. Weight: 3. *Hammond*

**CFM-235 (B). Microprocessors and Digital Instruments.** Design of microcomputer-based devices including both hardware and software considerations of system design. Primary emphasis on hardware aspects, including a progression through initial design, prototype construction in the laboratory, testing of prototypes to locate and correct faults, and final design evaluation. Evaluation includes examination of complexity, reliability, and cost. Design and construction oriented toward biomedical devices or instruments that include dedicated microcomputers, usually operating in real time. C-L: Biomedical Engineering 205. Weight: 3. *Hammond*

**CFM-236 (B). Digital Computers and Their Application in Ambulatory Care.** For students desiring an intensive exposure to medical computer application. The flexible format of the course permits a variety of projects in computer medicine. Examples include projects in medical data bases; interactive patient interviewing; computer-aided instruction; patient/MD education/data collections, organization, retrieval, display and analysis; and MD assist programs. Opportunities exist for activities at Pickens Family Practice in Durham, Duke/FAHEC Family Medicine Center in Fayetteville and other sites. Prerequisite: permission of instructor. Weight: 1-8. *Hammond, Michener, and Blackwell*

**CFM-238 (B). Tutorial in Community and Family Medicine.** An eight week, individually arranged experience in which the student participates in the research program of a faculty member. The subject matter, course weight, and meeting time will be arranged with the faculty member. Each student will meet regularly with his faculty preceptor and will carry out a project related to the preceptor's work. Through these discussions and the project, the student will be able to develop an understanding of the discipline involved. Possible areas include health education, geriatrics, family dynamics, occupational health, health assessment, medical education, management sciences, economic aspects of health care, computer technology, biostatistics and epidemiology, clinical decision making, diagnosis and management of common problems, alcoholism and social support systems. Because of the variety of projects available and the necessity of prior arrangements, it is essential that interested students consult with instructor and staff at least two months before the beginning of the term selected. Prerequisite: permission of instructor. Weight: 1-18. *Parkerson and staff*

**CFM-240 (B). Epidemiologic Methods in Primary Care Research.** This is a survey course covering basic principles and methods of epidemiologic research and their application to primary care populations. Topics covered in this course include refining a research question, methods of reviewing the literature, ethical considerations in research involving human subjects, and the basic types of study design in epidemiology. Other concepts of design, analysis, and interpretation of data to be covered include errors in statistical inference, bias, confounding, interaction, and epidemiologic inference. Methods of questionnaire design and data collection will be studied as well as the logistics of study implementation and basic methods of data analysis. Course activities include lecture, directed readings, and discussions of research questions chosen by the students in consultation with the instructors. Students are required to prepare a detailed study proposal by the end of the term. Interested students should consult with the instructor at least two months before the beginning of the term. Prerequisite: permission of instructor. Weight: 2. *Broadhead and Sheline*

**CFM-242 (B). Nutrition Epidemiology.** Nutrition epidemiology may be defined as the study of the role of the nutrition factor in the causal web of illness patterns in human populations. This course offers a systematic review of population approaches to the study of nutrition. Currently, most nutrition courses are primarily concerned with studies using in vitro laboratory techniques, animal models, or individual human subjects, with minimal emphasis on human population groups in their natural environments. In the course, emphasis will be placed on methods available for chronic disease



epidemiologic research since most nutritional disorders in man are basically chronic. Particular attention will be directed to principles of research design and critical analyses of selected studies. It is hoped that at the completion of the course the student will be prepared to design and conduct population-based studies on human nutrition. Prerequisite: permission of instructor. Weight: 1. *Heyden and Michener*

**CFM-243 (B). Occupational Medicine.** This course is designed to enhance the student's basic science skills in three important areas related to occupational medicine: clinical toxicology, industrial hygiene, and epidemiology. Students have the option of scheduling a four or eight week rotation. During this time, they will complete readings related to these three areas, participate in lectures and seminars, learn to conduct computerized database searches concerning industrial toxicology issues and cases, and visit industrial sites as part of the experience. Students will also be given at least one project which will involve evaluation of chemical exposures in the work environment and medical evaluation of suspected cases of occupational disease. Upon completion of the rotation, students can expect to have practical and useful skills in evaluating occupational exposures and making a reasonable risk assessment of those exposures. Weight: 6. *Cromer, Stopford, and Greenberg*

**CFM-244 (B). Seminars in Occupational Medicine and Toxicology.** A variety of topics will be presented which relate to occupational and environmental hazards important to North Carolina. Toxicologic hazards associated with agriculture, textiles, microelectronics, biotechnology, health care institutions, and other industries will be discussed. Students will be given readings in preparation for the seminars. Duke faculty, outside faculty, and guest lecturers will participate in the seminar series. Weight: 2. *Cromer, Stopford, and faculty*

**CFM-245 (B). Organization and Management of Ambulatory Care Centers.** A series of seminars that will discuss ambulatory care systems. Material covered will be of interest to all students who will work in an office setting. Emphasis will be placed on the group practice as a mechanism for providing ambulatory health services. Topics of discussion will include: the conceptual basis for organizing ambulatory care centers; center objectives; automated subsystems for registration, appointments, diagnostic studies, health providers and managers; marketing; human relations; professional recruitment and group selection; financial forecasting and budgeting. During the second term, discussions will center around specific areas of interest with participation in direct application. Prerequisite: permission of instructor. Weight: 1-2. *Michener*

**CFM-246 (B). Historical Studies in a Medical Specialty.** This elective is offered primarily to those who have made the choice of their probable career specialty. It is intended to provide an appreciation of the developments in that specialty and thereby deepen an understanding of it. While the choice of elective topic will be made on an individual basis and depend on the interests of each student, emphasis generally will be placed on specific theoretical, practical, and organizational developments since the second half of the 19th century. The format comprises selected readings, tutorials, and a student project. Weight: 1-2. *Crellin and English*

**CFM-247 (B). Medicine in America.** The historical development of the medical profession in the United States with attention to such topics as the changing basis of authority for medical practice, the education of physicians, the impact of science and technology on health care, physician-patient relations, the organization of the profession as a whole and by specialty, the emergence of the hospital, the role of government in health care delivery and contemporary criticisms of the health care system. The history of the Duke University Medical Center provides a recapitulation of course themes. Additional units of credit may be earned through independent study. Weight: 1. *Gifford*



**CFM-248 (B). The Development of and Perspectives on Modern Medicine.** Comprised of lectures, discussion, and readings, this course outlines the general history of medicine with particular attention given to recent developments. The course will include such topics as the contributions of William Harvey, aspects of clinical diagnosis, and the evolution of key concepts in modern medicine such as cell theory, the germ theory, antiseptics, and theories of immunity. Full use will be made of the excellent resources of the Trent Collections. Additional unit of credit may be earned through independent study. Weight: 1. *Gifford*

**CFM-250 (C). Clinical Nutrition.** This course will provide an overview and opportunity to develop skills in the assessment and management of common nutritional problems in primary care. Topics include nutritional assessment; nutrition during pregnancy and lactation, infancy and childhood, as well as senescence; nutritional management of chronic diseases - diabetes, obesity, cardiovascular disease; and health promotion/disease prevention. Weight: 1. *MacGill*

**CFM-251 (C). Tutorial In Clinical Nutritional Epidemiology.** 1) Coronary heart disease: risk factor concept, the latest development in prevention, international intervention studies. 2) Cerebrovascular disease: hypertension intervention, mass strategy of prevention vs. individual case treatment. 3) Major neoplastic diseases: breast cancer, prostate cancer, colon cancer, lung cancer, oral cancer, cancer education, and screening in industry. 4) Clinical nutrition: potassium-sodium, cholesterol controversies, weight reduction, diabetes diet, coffee and caffeine studies. Weight: 2. *Heyden*

**CFM-256 (C). Ethical Issues In Medicine.** This seminar will examine ethical questions raised by modern biomedical science and technology with special attention to their implications for primary care practitioners. It will offer both historical and systematic analysis and attend to models of physician-patient relationships. Among topics for consideration will be ethical method (resource allocation, justice, and public policy), medical beneficence, and concepts of rights together with selected practice-related issues (e.g., truth-telling, confidentiality, abortion, contraception, consent, definition and meaning of death, behavior modification) Weight: 1. *Smith*

**CFM-257 (C). Philosophic Problems For Physicians.** This seminar is designed to help the fourth year medical student prepare for becoming an intern/resident in the areas of dealing with patients: taking on that level of responsibility, telling the family/patient about serious illness or about the patient's terminal condition, working with a family at the time of death, and dealing personally and professionally with the kinds of pressures placed on the intern/resident (how to do more than survive the next three to five years, keeping marriage together, being a parent, etc.) Prerequisite: permission of the instructor. Weight: 2 or 4. *Puckett and staff*

**CFM-258 (C). Legal Issues In Medicine.** A seminar which introduces participants to the basic approach of law and legal process to contemporary issues in medical care including malpractice, hospital privileges, confidentiality, natural death, abortion, consent/authorization for treatment, human experimentation, and peer review. Topics may be chosen by individual students. Common misconceptions about malpractice law and the rights of physicians and patients as well as the legal mechanisms for resolving disputes will be examined including the role of expert witnesses. Weight: 2. *Warren*

**CFM-259 (C). Advanced Clerkship In Family Medicine.** This course provides intensive instruction and practice in the care of primary care patients in the community setting. Students may select from three sites: Duke Family Medicine Center, Pickens Family Practice, and Duke-FAHEC Family Medicine Center in Fayetteville. This course has an outpatient focus and is recommended for students who would like to improve their skills in the care of ambulatory patients, especially those with common problems. Students will be involved with day to day patient care under the supervision of family

physician faculty and residents. Because of restrictions on the number of students allowed at each site, students are advised to contact the Department as early as possible for course approval. (At least eight weeks in advance) No drops will be permitted within 60 days of the first day of the rotation. Prerequisites: permission of instructor. Weight: 2-8. *Johnson and staff*

**CFM-260 (C). Subinternship In Family Medicine.** This course provides senior medical students with an intense clinical rotation with responsibilities and autonomy similar to that of an intern. The rotation is designed to help prepare the student for a residency in family medicine. The student will act as the primary medical provider for inpatients and outpatients in a setting similar to that of a residency program. Clinical instruction and supervision on each patient encounter will be afforded by senior level housestaff and faculty members of the Department of Community and Family Medicine. Individual reading on patient problems encountered in the daily work routine is expected. Continued balanced feedback will be provided to students. Students are advised to contact the Department as early as possible for course approval (at least eight weeks in advance). No drops will be permitted within 60 days of the first day of the rotation. Prerequisites: permission of instructor. Weight: 4. *Johnson and staff*

**CFM-261 (C). Family Medicine Continuity Experience.** Students will manage a panel of patients over an extended period of time at the Pickens Family Practice under the supervision of family physician faculty and fellows. Patient care will be scheduled for one to two half days a week for two to four months. The rotation may be repeated to provide further continuity. A student project is also required. Prerequisites: permission of instructor. Weight: 2-8. *Johnson and staff*

**CFM-262 (C). Clerkship In Occupational Medicine.** This four to eight week clerkship is flexible and can offer experience in the areas of the design of occupational health programs, the management of occupational health services, and the care and evaluation of workers exposed to various chemical and physical agents. Seminars during the rotation can cover such topics as industrial toxicology, ergonomics, physiological stress in the work place, legal and ethical issues in occupational medicine and health promotion. Weight: 3-8. *Stopford and staff*

**CFM-263 (C). Relating To The Patient As A Family Doctor.** Family dynamics and psychosomatic concepts are related to family medicine and primary care. Prerequisites: permission of instructor. Weight: 2. *Kertesz and Hitchcock*

**CFM-267 (C). Team Training In Health Delivery.** This course provides experience in the delivery of health care in a setting which utilizes a variety of health professionals such as physicians, physician assistants, nurses, psychologists, nutritionists, exercise physiologists, and support personnel. The student will learn the team approach in the education and treatment of patients with weight management problems associated with dysfunctional lifestyle. Direct observation, participation in clinical services, assigned readings, and tutorials are the teaching strategies used. Prerequisite: permission of instructor. Weight: 4-8. *Hamilton, Kolotkin, Brossi, and Moore*

**CFM-271 (C). The Computer Textbook Of Medicine.** Students will participate in the ongoing development of a computerized database in cardiovascular disease. They will participate in research concerning the diagnosis, treatment, and prognosis of patients with coronary artery disease. And, they will learn how to make predictions about outcome based on test results of patients on the cardiology service. Prerequisite: permission of instructor. Weight: 2-4. *Pryor, Califf, Lee, and Harrell*

**CFM-273 (C). The Ideal Physician.** What is the role of the physician in relating with patients? How do you communicate with patients and families? How well do you do this? What is your "bedside manner"? How do you learn about this other than through



models and self-reflection? This seminar will provide a small group atmosphere for learning more about such skills and for receiving direct feedback on your own communication style and skills. Prerequisite: permission of instructor. Weight: 1-2. *Puckett and staff*

**CFM-274 (C). The Ideal Patient.** Who is the "ideal" patient? What about those who are not so ideal? This seminar will combine theory and practice. Information about "difficult" personality types and effective interpersonal skills for dealing with these individuals will be integrated into actual practice. Members of the seminar will be asked to draw upon past and current experiences with difficult persons and situations as well as to focus on case presentations provided by the instructor. Prerequisite: permission of instructor. Weight: 1-2. *Puckett and staff*

**CFM-299 (C). Community And Family Medicine Preceptorship.** An individually tailored preceptorship will be arranged for students to work with a family physician in a community practice site almost anywhere in the United States. The rotation will allow students to observe and participate in the delivery of health care to individual patients and their families within the context of the community in which they live. The rotation is intended to supplement and complement the second year core clerkship. A wide variety of geographic locations and practice types are available. Because of the necessity for prior arrangements with preceptors, it is essential that interested students contact the instructor as soon as possible and at least three months prior to the desired term. Drops will not be accepted. Prerequisites: permission of instructor. Weight: 4. *Johnson and staff*

## Medicine

James B. Duke Professor Joseph C. Greenfield, Jr., M.D. (Emory, 1956), *Chairman.*

### DIVISION OF ALLERGY, CRITICAL CARE, AND RESPIRATORY MEDICINE

Professor: James D. Crapo, M.D. (Rochester, 1971), *Chief.*

Professors: C. Edward Buckley, M.D. (Duke, 1954); Harold R. Rotman, M.D. (Univ. of Toronto, 1958); Herbert A. Saltzman, M.D. (Jefferson, 1952).

Medical Research Professor: Fredrick J. Miller, Ph.D. (North Carolina State, 1977).

Visiting Professor of Medicine: Werner Hofmann, Ph.D. (University of Vienna, 1973).

Associate Professors: William J. Fulkerson, M.D. (North Carolina at Chapel Hill, 1977); Neil R. MacIntyre, M.D. (Cornell, 1972); Claude Piantadosi, M.D. (Johns Hopkins, 1975); Stephen L. Young, M.D. (California at San Francisco, 1968).

Assistant Professors: Phillip J. Fracica, M.D. (New York, Downstate, 1981); Andrew J. Ghio, M.D. (Boston Univ., 1981); Douglas G. Kelling, M.D. (Harvard, 1972); Stephen B. Liggett, M.D. (Miami, 1982); Wayne M. Samuelson, M.D. (Utah, 1980); Victor F. Tapsen, M.D. (Hahnemann, 1982).

Assistant Medical Research Professors: Ling-Yi Chang, Ph.D. (North Carolina State, 1982); Ye-Shih Ho, Ph.D. (Carnegie Mellon, 1981); Robert R. Mercer, Ph.D. (North Carolina at Chapel Hill, 1982); Juan Vergara, M.D. (Univ. of Chile, 1952).

Associates in Medicine: Peter S. Kussin, M.D. (Mount Sinai, 1985); Michael L. Russell, M.D. (North Carolina at Chapel Hill, 1985); Mark P. Steele, M.D. (Illinois, 1982).

Medical Research Associates: Anjilvel Satish, Ph.D. (New York Univ. 1984); Barbara Buckley, Ph.D. (Johns Hopkins, 1985); Nelson Leatherman, Ph.D. (Michigan, 1967).

### DIVISION OF CARDIOLOGY

Professor: Gary L. Stiles, M.D. (Vanderbilt, 1975), *Chief.*

Professors: Victor S. Behar, M.D. (Duke, 1961); Fred R. Cobb, M.D. (Mississippi, 1964); Walter L. Floyd, M.D. (Johns Hopkins, 1954); James B. Duke Professor Joseph C. Greenfield, Jr., M.D. (Emory, 1956); Joseph R. Kisslo, M.D. (Hahnemann, 1967); Yi-Hong Kong, M.D. (Natl. Defense Med. Ctr., Taiwan, 1958); James B. Duke Professor Robert J. Lefkowitz, M.D. (Columbia, 1966); James J. Morris, M.D. (State Univ. of New York, 1959); Robert H. Peter, M.D. (Duke, 1961); Edward S. Orgain Professor of Medicine Harold C. Strauss, M.D. (McGill, 1964); Robert E. Whalen, M.D. (Cornell, 1956).

Associate Professors: Thomas M. Bashore, M.D. (Ohio, 1972); Robert M. Califf, M.D. (Duke, 1978); Augustus O. Grant, M.D. (Edinburgh, 1971); Barbara C. Newborg, M.D. (Johns Hopkins, 1949); Harry R. Phillips, M.D. (Duke, 1975); David B. Pryor, M.D. (Michigan, 1976); Robert A. Rosati, M.D. (Duke, 1967); Richard S. Stack, M.D. (Wayne State, 1976); Judith L. Swain, M.D. (California at San Diego, 1974); Galen S. Wagner, M.D. (Duke, 1965); Robert Waugh, M.D. (Pennsylvania, 1966).



Associate Medical Research Professors: Judith C. Rembert, Ph.D. (North Carolina at Chapel Hill, 1972); William M. Smith, Ph.D. (Duke, 1970).

Assistant Professors: Robert P. Bauman, M.D. (Wayne State, 1977); Charles J. Davidson, M.D. (Connecticut, 1982); Stephen M. Denning, M.D. (Duke, 1980); Michael B. Higginbotham, M.D. (Univ. of Melbourne, 1973); William E. Kraus, M.D. (Duke, 1982); Mitchell W. Krucoff, M.D. (George Washington, 1980); Daniel B. Marks, M.D. (Tufts, 1978); Christopher M. O'Conner, M.D. (Maryland, 1983); Richard L. Page, M.D. (Duke, 1984); William J. Parsons, M.D. (Dartmouth, 1980); David C. Sane, M.D. (Duke, 1983); Khalid H. Sheikh, M.D. (Florida, 1981); Martin J. Sullivan, M.D. (Ohio State, 1980); James Teheng, M.D. (Johns Hopkins, 1988); Thomas C. Wall, M.D. (Bowman Gray, 1982); J. Marcus Wharton, M.D. (Vanderbilt, 1980).

Assistant Medical Research Professors: Susanna Cotecchia, Ph.D. (Univ. of Bari, Italy, 1979); Jack T. Cusma, Ph.D. (Wisconsin, 1983); Paul A. Guse, Ph.D. (Louisiana State, 1976); Martin Lohse, Ph.D. (Göttingen, 1981).

Associates: James R. Bengtson, M.D. (George Washington, 1983); William D. Kuehl, M.D. (Iowa, 1982); Christopher B. Granger, M.D. (Connecticut, 1984); J. Kevin Harrison, M.D. (New York Univ., 1984); Dalane W. Kitzman, M.D. (Johns Hopkins, 1984); J. Peter Longabaugh, M.D. (Pittsburgh, 1982); J. Brent Muhlestein, M.D. (Utah, 1984); Michael H. Sketch, M.D. (Creighton, 1984).

## **DIVISION OF CLINICAL PHARMACOLOGY**

Professor: Edward L. C. Pritchett, M.D. (Ohio, 1971), *Chief*.

Visiting Associate: Tommy Anderson, Ph.D. (Uppsala Univ. 1983).

## **DIVISION OF DERMATOLOGY**

J. Lamar Callaway Professor of Dermatology: Sheldon R. Pinnell, M.D. (Yale, 1963), *Chief*.

Associate Professor: Russell P. Hall, M.D. (Missouri, 1975).

Assistant Professors: Claude S. Burton, M.D. (Duke, 1979); Robert E. Clark, M.D. (Texas, 1985); Virginia A. Lightner, M.D. (Duke, 1982); John C. Murray, M.D. (Duke, 1977); Elise A. Olsen, M.D. (Baylor, 1978); Neil S. Prose, M.D. (New York Univ., 1975); M. Joyce Rico, M.D. (Florida, 1981).

Assistant Medical Research Associates: Douglas J. Darr, Ph.D. (Pennsylvania State, 1982); Saood Murad, Ph.D. (California at Davis, 1978).

## **DIVISION OF GASTROENTEROLOGY**

Professor: Ian L. Taylor, M.B. (Liverpool School of Medicine, 1969), *Chief*.

Professors: Peter B. Cotton, M.B. (St. Thomas Hosp., 1963); Michael McLeod, M.D. (Duke, 1960); Malcolm P. Tyor, M.D. (Duke, 1946).

Associate Professors: J. Gregory Fitz, M.D. (Duke, 1979); John T. Garbutt, M.D. (Temple, 1962); Paul G. Killenberg, M.D. (Pennsylvania, 1963); Rodger A. Liddle, M.D. (Vanderbilt, 1978); Thomas T. Long, M.D. (Bowman Gray, 1966); Steven H. Quarfordt, M.D. (New York Univ., 1960); Joanne A. P. Wilson, M.D. (Duke, 1973).

Assistant Professors: John Baillie, M.B. (Glasgow Univ., 1977); Scott R. Brazer, M.D. (Case Western Reserve, 1981); Jonathan A. Cohn, M.D. (Rockefeller, 1978); Jacqueline C. Hijmans, M.D. (Univ. of Leiden, 1951); Christine M. Hunt, M.D. (Boston Univ., 1982); Toan D. Nguyen, M.D. (Chicago-Pritzker, 1978).

Assistant Medical Research Professor: Thomas W. Gettys, Ph.D. (Clemson, 1984).

Associates: John Affronti, M.D. (George Washington, 1985); M. Stanley Branch, M.D. (Med. Coll. of Georgia, 1984); Simon E. J. Edmunds, M.D. (Western Australia, 1980); Frederick M. Gessner, M.D. (Maryland, 1985); Drew Siegel, M.D. (Autonomous Univ. of Guadalajara, 1978); David C. Whitcomb, M.D. (Ohio, 1985).

## **DIVISION OF GENERAL INTERNAL MEDICINE**

Associate Professor: John R. Feussner, M.D. (Vermont, 1973), *Chief*.

Associate Professor: Francis A. Neelon, M.D. (Harvard, 1962).

Assistant Professors: J. Trig Brown, M.D. (Washington Univ., 1977); G. Ralph Corey, M.D. (Baylor, 1973); David B. Matchar, M.D. (Maryland, 1980); David L. Simel, M.D. (Duke, 1980).

Assistant Medical Research Professor: Ronnie D. Horner, Ph.D. (Ohio State, 1984).

Associates: Roslyn J. Bernstein, M.D. (Duke, 1985); Lisa A. Giannetto, M.D. (Loyola, 1986); Joel R. Goldstone, M.D. (Cincinnati, 1987); Sharon C. Hathaway, M.D. (Duke, 1987); Donald R. Holleman, M.D. (Duke, 1982); M. Sue Kirkman, M.D. (North Carolina at Chapel Hill, 1982); D. Andrew Knapp, M.D. (California at San Diego, 1984); David R. Lichtenstein, M.D. (Pennsylvania, 1985); Douglas C. McCrory, M.D. (Miami, 1986); Eugene Z. Oddone, M.D. (Colorado, 1985); John J. Paat, M.D. (Med. Coll. of Ohio, 1984); Bernadette R. Page, M.D. (Loyola, 1970); Steven G. Simonson, M.D. (Med. Coll. of Wisconsin, 1986); George H. Steele, M.D. (North Carolina at Chapel Hill, 1981); Jeannette F. Stein, M.D. (North Carolina at Chapel Hill, 1981); Eric C. Westman, M.D. (Wisconsin, 1986); John W. Williams, M.D. (North Carolina at Chapel Hill, 1984); Jeffrey G. Wong, M.D. (Utah, 1985).

## DIVISION OF GERIATRICS

Professor: Harvey Jay Cohen, M.D. (SUNY, 1965), *Chief*.  
Associate Professor: Kenneth W. Lyles, M.D. (Med. Coll. of Virginia, 1974).  
Associate Medical Research Professor: Morris Weinberger, Ph.D. (Purdue, 1978).  
Assistant Professors: Mark Currie, M.D. (Texas at Dallas, 1978); Gary G. Kochersberger, M.D. (Sackler, 1982); S. Spence McCachren, M.D. (Duke, 1978); Kenneth E. Schumader, M.D. (Bowman Gray, 1980); Stephanie A. Studenski, M.D. (Kansas, 1979).  
Assistant Medical Research Professors: Connie Bales, Ph.D. (Tennessee, 1981); Elizabeth Clipp, Ph.D. (Cornell, 1984); Melody Hobbins, M.D. (Kentucky, 1982); K. Murali Krishna Rao, Ph.D. (Gandhi Med. Coll., 1968).  
Associates: Andrea Hackel, M.D. (Duke, 1981); Thomas W. Jackson, M.D. (Med. Coll. of Georgia, 1982); J. Eugene Lammers, M.D. (South Alabama, 1982); Debra K. Weiner, M.D. (Missouri, 1983).  
Medical Research Associate: Lucille A. Bearon, Ph.D. (Duke, 1982).

## DIVISION OF HEMATOLOGY-ONCOLOGY

Associate Professor: Russel Kaufman, M.D. (Ohio, 1973), *Codirector (Hematology)*.  
Professor: Robert C. Bast, M.D. (Harvard, 1971), *Codirector (Oncology)*.  
Professors: Andrew T. Huang, M.D. (Taiwan, 1965); Thomas F. Newcomb, M.D. (Pittsburgh, 1951); Florence McAllister Professor Wendell F. Rosse, M.D. (Chicago, 1958); Harold R. Silberman, M.D. (Washington Univ., 1956); Donald L. Trump, M.D. (Johns Hopkins, 1970); J. Brice Weinberg, M.D. (Arkansas, 1969).  
Associate Professors: Jon P. Gockerman, M.D. (Chicago, 1967); Charles S. Greenberg, M.D. (Hahnemann, 1976); Roger J. Kurlander, M.D. (Chicago, 1971); Joseph O. Moore, M.D. (Johns Hopkins, 1971); William B. Peters, M.D. (Columbia, 1978).  
Assistant Professors: B. Alton Brantley, M.D. (Duke, 1978); William Dittman, M.D. (Washington, 1981); Robert L. Fine, M.D. (Chicago, 1979); Yusuf A. Hannun, M.D. (American University of Beirut, 1981); James W. Hathorn, M.D. (Duke, 1979); William H. Kane, M.D. (Washington Univ., 1982); B. Gail Macik, M.D. (Texas at San Antonio, 1983); George Phillips, M.D. (Duke, 1978); Maureen Ross, M.D. (Miami, 1984); Marilyn J. Telen, M.D. (New York, 1977); George Richard Vandenbark, M.D. (Ohio State, 1978); James J. Vrendenburgh, M.D. (Vermont, 1983).  
Assistant Medical Research Professors: Komandoor E. Achyuthan, Ph.D. (Osmania, 1982); Cinda M. Boyer, Ph.D. (Pennsylvania, 1980).  
Associates: Camille L. Bedrosian, M.D. (Harvard, 1983); Larry D. Cripe, M.D. (Rush, 1984); Margaret Deutsch, M.D. (Med. Coll. of Wisconsin, 1984); Peter A. Kaufman, M.D. (New York Univ., 1983); Timothy J. Panella, M.D. (Tennessee, 1983); Eric P. Winer, M.D. (Yale, 1983).  
Medical Research Associate: Donald E. Fleenor, Ph.D. (Emory, 1987).

## DIVISION OF INFECTIOUS DISEASES

Professor: David T. Durack, M.B., B.S. (West Australia, 1969); D.Phil. (Oxford, 1973), *Chief*.  
Professor: John D. Hamilton, M.D. (Colorado, 1964).  
Associate Professors: Harry A. Gallis, M.D. (Duke, 1967); Donald L. Granger, M.D. (Utah, 1972); Daniel J. Sexton, M.D. (Northwestern, 1971); Kenneth H. Wilson, M.D. (North Carolina at Chapel Hill, 1974).  
Assistant Professors: John A. Bartlett, M.D. (Virginia, 1981); Mary E. Klotman, M.D. (Duke, 1980); Gunther J. Lallinger, M.D. (Ludwig, 1972); Hetty A. Waskin, M.D. (Michigan, 1978).  
Assistant Medical Research Professor: Dena L. Toffaletti, Ph.D. (North Carolina at Chapel Hill, 1977).  
Associates: Miriam L. Cameron, M.D. (Bowman Gray, 1984); Christopher W. Ingram, M.D. (Bowman Gray, 1983); Jerome H. Kim, M.D. (Yale, 1984).

## DIVISION OF METABOLISM, ENDOCRINOLOGY, AND GENETICS

James B. Wyngaarden Clinical Professor of Medicine Edward W. Holmes, M.D. (Pennsylvania, 1967), *Chief*.  
Professors: Perry J. Blackshear, M.D. (Harvard, 1977); Marc K. Drezner, M.D. (Pittsburgh, 1970); Harry T. McPherson, M.D. (Duke, 1948).  
Associate Professors: Warner M. Burch, M.D. (Bowman Gray, 1971); Frederick L. Dunn, M.D. (Illinois, 1974); George J. Ellis, M.D. (Harvard, 1963); Mark N. Feinglos, M.D. (McGill, 1973); Jerome M. Feldman, M.D. (Northwestern, 1961); Charles Johnson, M.D. (Howard, 1963); Keith Parker, M.D. (Washington Univ., 1981).  
Assistant Professors: Michael J. Econs, M.D. (California at San Francisco, 1983); Kristine D. Harper, M.D. (Michigan State, 1980).  
Assistant Medical Research Professors: Bruce Lobaugh, Ph.D. (Pennsylvania State, 1981); Takayuki Morisaki, Ph.D. (Tokyo, 1986); Douglas A. Rice, Ph.D. (Chicago, 1980); Deborah J. Stumpo, Ph.D. (West Virginia, 1984).  
Associates: David M. Harlan, M.D. (Duke, 1980); Diana B. McNeill, M.D. (Duke, 1982); Lina-Marie Obeid, M.D. (American Univ. of Beirut, 1983).

## **DIVISION OF NEPHROLOGY**

Professor: Vincent W. Dennis, M.D. (Georgetown, 1966), *Chief*.

Professors: James R. Clapp, M.D. (North Carolina at Chapel Hill, 1957); J. Caulie Gunnells, M.D. (South Carolina Med. Coll., 1956); William E. Yarger, M.D. (Baylor, 1963).

Associate Professors: Steve J. Schwab, M.D. (Missouri, 1979); William W. Stead, M.D. (Duke, 1973).

Assistant Professors: Thomas Coffman, M.D. (Ohio, 1980); John P. Middleton, M.D. (Med. Coll. of Virginia, 1983); Didier Portilla, M.D. (Univ. del Valle, 1977); L. Darryl Quarles, M.D. (Alabama, 1979); John R. Raymond, M.D. (Ohio State, 1982); Laura P. Svetkey, M.D. (Harvard, 1979).

Associates in Medicine: Deirdre M. Collins, M.D. (Jefferson, 1984); Robert F. Spurney, M.D. (Ohio State, 1983).

## **DIVISION OF NEUROLOGY**

Jefferson-Pilot Corporation of Neurobiology Professor Allen D. Roses, M.D. (Pennsylvania, 1967), *Chief*.

Professors: James N. Davis, M.D. (Cornell, 1965); E. Wayne Massey, M.D. (Texas at Galveston, 1970); James O. McNamara, M.D. (Michigan, 1968); Donald B. Sanders, M.D. (Harvard, 1964); S. Clifford Schold, M.D. (Arizona, 1973).

Associate Professors: Barrie H. Hurwitz, M.D. (Witwatersrand Univ., 1968); Donald Schmechel, M.D. (Harvard, 1974); Ara Tourian, M.D. (Iowa, 1958).

Assistant Professors: Mark J. Alberts, M.D. (Tufts, 1982); Nancy L. Earl, M.D. (North Carolina at Chapel Hill, 1982); Larry B. Goldstein, M.D. (Mt. Sinai, 1981); David A. Hosford, M.D. (Emory, 1983); Janice M. Massey, M.D. (Georgetown, 1978); Rodney A. Radtke, M.D. (Northwestern, 1980); Marvin Rozear, M.D. (Duke, 1966); Cheolsu Shin, M.D. (Alabama, 1977); Teepu Siddique, M.D. (Dow Med. Coll., 1973); Charles R. Stewart, M.D. (Tulane, 1972).

Assistant Medical Research Professors: Richard J. Bartlett, Ph.D. (Texas at Houston, 1979); Douglas Bonhaus, Ph.D. (Arizona, 1983); Michel Deschuytner, Ph.D. (Free Univ., 1983); John R. Gilbert, Ph.D. (North Carolina at Chapel Hill, 1982); Richard A. Morrisett, Ph.D. (Alabama, 1986); Sanjeev D. Nandedkar, Ph.D. (Virginia 1983).

Associates: Mark T. Brown, M.D. (Illinois, 1984); James R. Burke, M.D. (New York at Brooklyn, 1985); David M. Labiner, M.D. (Med. Coll. Georgia, 1984); Lorraine J. Loprest, M.D. (Jefferson, 1986).

## **DIVISION OF RHEUMATOLOGY AND IMMUNOLOGY**

Professor: Frederic M. Hanes Professor of Medicine Barton F. Haynes, M.D. (Baylor, 1973), *Chief*.

Professors: Warner C. Greene, M.D. (Washington Univ., 1977); Michael S. Hershfild, M.D. (Pennsylvania, 1967); Nicholas M. Kredich, M.D. (Michigan, 1962); David S. Pisetsky, M.D. (Albert Einstein, 1973); James B. Duke Professor of Medicine Ralph Snyderman, M.D. (New York, Downstate, 1965); James B. Wyngaarden, M.D. (Michigan, 1948).

Associate Professors: David S. Caldwell, M.D. (Bowman Gray, 1967); John R. Rice, M.D. (Miami, 1968); Michael F. Seldin, M.D. (Baylor, 1981).

Associate Medical Research Professors: Thomas J. Palker, Ph.D. (Connecticut, 1982); Kay H. Singer, Ph.D. (Duke, 1977).

Assistant Professors: Nancy B. Allen, M.D. (Tufts, 1978); Gary S. Gilkeson, M.D. (Southwestern, 1979); Rex M. McCallum, M.D. (Vanderbilt, 1980); E. William St. Clair, M.D. (West Virginia, 1980).

Assistant Medical Research Professors: John R. Didsbury, Ph.D. (Vermont, 1982); Michael H. Malim, Ph.D. (Oxford, 1987); Jacek Ostowski, Ph.D. (Polish Academy of Sciences, 1981).

Associates: Virginia B. Kraus, M.D. (Duke, 1982); Michael R. Saitta, M.D. (Johns Hopkins, 1984).

Medical Research Associates: Vickie Christenson, Ph.D. (Duke, 1982); Hydar Ali, Ph.D. (Univ. Coll. of London, 1986); Phong Le, Ph.D. (Ohio, 1985).

## **ADJUNCT FACULTY**

Professors of Experimental Medicine: Pedro Cuatrecasas, M.D. (Washington, 1962); James E. Niedel, M.D. (Miami, 1973).

Adjunct Professors of Medicine: A. Wallace Hayes, Ph.D. (Auburn, 1967); Russell G. McAllister, M.D. (Virginia, 1967).

Adjunct Associate Professor of Experimental Medicine: S. Duk Lee, Ph.D. (Maryland, 1961).

Adjunct Associate Professors of Medicine: Thomas L. Wenger, M.D. (Boston, 1971); John S. Penta, Ph.D. (Purdue, 1967).

Adjunct Assistant Professors of Medicine: Gary E. R. Hook, Ph.D. (Victoria, 1968); Richard Kent, M.D. (California at San Diego, 1975).

Adjunct Assistant Professor of Experimental Medicine: John J. O'Neil, Ph.D. (California at San Francisco, 1974).

## **CONSULTING FACULTY**

Consulting Professors: David W. Barry, M.D. (Yale, 1969), Research Triangle Park, NC; Robert A. Gutman, M.D. (Florida, 1962), Durham, NC.



Associate Consulting Professors: Arthur Frankel, M.D. (Illinois, 1979) Orlando, Florida; Robert S. Gilgor, M.D. (Pennsylvania, 1962), Chapel Hill, NC.; Harold L. Godwin, M.D. (Harvard, 1947), Fayetteville, NC; Thomas P. Kennedy, M.D. (Vanderbilt, 1975), Richmond, VA; Bruce S. Ribner, M.D. (Harvard, 1970), Asheville, NC.

Assistant Consulting Professors: Syed Ahmed, M.D. (Dow Med. Coll., 1967), Danville, VA; Roy M. Ambinder, M.D. (Columbia, 1975); Orlando, FL; Franc A. Barada, M.D. (Virginia, 1971), Durham, NC; Wayne D. Brenckman, M.D. (Yale, 1963), Durham, NC; Robert A. Buchanan, M.D. (Bowman Gray, 1969), Durham, NC; Edwin Cox, M.D. (Duke, 1971); Walter E. Davis, M.D. (Duke, 1966), Durham, NC; Joan Drucker, M.D. (Virginia, 1980), Durham, NC; Philip H. Dunn, M.D. (Duke, 1976), Orlando, FL; Lewis D. Elliston, M.D. (Baylor, 1969), Asheville, NC; Richard W. Evans, M.D. (Eastern Virginia, 1976), Asheville, NC; Richard B. Everson, M.D. (Rochester, 1972), Research Triangle Park, NC; Paul R. Garrett, M.D. (Med. Coll. of Ohio, 1972); P. K. George, M.D. (All India Inst., 1969), Raleigh, NC; F. Roosevelt Gilliam, M.D. (Duke, 1981), Richmond, VA; Albino Gomez-Uria, M.D. (Madrid Sch. of Med., 1962), Asheville, NC; Gloria F. Graham, M.D. (Bowman Gray, 1961), Wilson, NC; Elizabeth Kanof, M.D. (New York Univ., 1960), Raleigh, NC; Eliot J. Katz, M.D. (St. Louis, 1974), Asheville, NC; James F. Keel, M.D. (Duke, 1974), Concord, NC; Douglas E. Lemley, M.D. (West Virginia, 1982), Concord, NC; Gwenesta B. Melton, M.D. (Tulane, 1979), Fayetteville, NC; D. Edmond Miller, M.D. (Duke, 1956), Durham, NC; Robert D. Mitchell, M.D. (Michigan, 1982); Concord, NC; Eva L. Morgenstern, M.D. (Connecticut, 1976), Asheville, NC; Rebecca L. Moroosse, M.D. (Connecticut, 1980), Orlando, FL; Bassam H. Nasr, M.D. (Beirut, 1981), Asheville, NC; Gautam K. Patel, M.D. (S.M.T.N.H.L. Municipal Medical Coll., 1976), Asheville, NC; Richard P. Polisson, M.D. (Duke, 1976), Boston, MA; Jesse Roberts, M.D. (Louisiana, 1961), Winston-Salem, NC; Mehrdad M. Sahba, M.D. (Isfahan Faculty of Med., Iran, 1957), Durham, NC; John B. Simpson, M.D. (Duke, 1973), Woodside, CA; David K. Smith, M.D. (Case Western Reserve, 1974), Orlando, FL; Abe Walston, M.D. (Duke, 1963), Durham, NC; James O. Wynn, M.D. (Cornell, 1951), Chapel Hill, NC; Lee H. Zehngbot, M.D. (Pennsylvania, 1976), Orlando, FL.

Consulting Associates: Martha Bennett Adams, M.D. (Virginia, 1976), Durham, NC; Faye T. Banks, M.D. (Virginia, 1982), Durham, NC; L. Thomas Barber, M.D. (George Washington, 1982), Durham, NC; Ira M. Bernstein, M.D. (Bowman Gray, 1970), Asheville, NC; Garrett Bressler, M.D. (Duke, 1978), Durham, NC; Steven D. Brown, M.D. (Texas, 1983), Wilmington, NC; A. Gray Bullard, M.D. (North Carolina at Chapel Hill, 1985), Sanford, NC; Paul R. Conkling, M.D. (Ohio, 1982), Norfolk, VA; James H. Cooke, M.D. (Duke, 1976), Concord, NC; Manuel H. Enriquez, M.D. (East-Ramon Magsaysay, 1979), Asheville, NC; Clarence Faulcon, M.D. (New York, Downstate, 1983), Durham, NC; William A. Fintel, M.D. (Minnesota, 1983), Salem, VA; Glenn D. Gafford, M.D. (Tennessee, Memphis, 1978), Asheville, NC; Leon W. Geary, M.D. (Texas Tech., 1975), Durham, NC; Richard Goulah, M.D. (St. George, 1982), South Boston, VA; Michael A. Habib, M.D. (Pennsylvania, 1966), Martinsville, VA; Robert A. Harrell, M.D. (Johns Hopkins, 1980), Durham, NC; Dennis C. Kabasan, M.D. (Univ. of Graz, 1977), Asheville, NC; Vincent Keipper, M.D. (Vanderbilt, 1973), Concord, NC; G. Wallace Kernodle, M.D. (North Carolina at Chapel Hill, 1981), Burlington, NC; Paul E. Kile, M.D. (Tufts, 1982), Louisburg, NC; Mark E. Leithe, M.D. (Ohio, 1983), Wilson, NC; Stanley Levy, M.D. (Georgetown, 1971), Durham, NC; Dawn Y. Manjoney, M.D. (Eastern Virginia, 1984), Reidsville, NC; Michael M. Meighan, M.D. (Univ. of Northeast, 1980), Asheville, NC; Gary P. Miller, M.D. (Virginia, 1976), Danville VA; Robert E. Pryor, M.D. (Baylor, 1986), Galax, VA; Brahmaji S. Puram, M.D. (Andhra Med. Coll., 1974), Asheville, NC; Vijayalakshmi Puram, M.D. (Guntar Med. Coll., 1972), Asheville, NC; Veronica J. F. Ray, M.D. (North Carolina at Chapel Hill, 1979), Durham, NC; Paul D. Richards, M.D. (Tulane, 1979), Salem, VA; Jack G. Robbins, M.D. (Duke, 1948), Durham, NC; Manfred Rothstein, M.D. (Duke, 1974), Cary, NC; John M. Schillo, M.D. (Maryland, 1981), Asheville, NC; Shumel Shapira, M.D. (Technicon, 1978), Asheville, NC; W. Vance Singletary, Jr., M.D. (Duke, 1975), Durham, NC; Robert K. Stack, M.D. (Wayne State, 1981), Charlotte, NC; Robert B. Stewart, M.D., (West Virginia, 1974); Durham, NC; Raymond J. Toher, M.D., (Duke, 1974), Durham, NC; Shalendra K. Varma, M.D. (Maryland, 1982), Rocky Mount, NC; Janet K. Vasey, M.D. (Indiana, 1983), Asheville, NC; Nettie White, M.D. (Arizona, 1982), Asheville, NC; William J. Zimmer, M.D. (Wisconsin, 1986), Martinsville, VA.

## CLINICAL FACULTY

Associate Clinical Professors: Charles Ellenbogen, M.D. (Chicago, 1964); Paul E. Klotman, M.D. (Indiana, 1976); Ares Pasipoularides, M.D. (Minnesota, 1971).

Assistant Clinical Professors: Jeffrey Crawford, M.D. (Ohio, 1974); Mary E. Klotman, M.D. (Duke, 1980); Kenneth Morris, M.D. (Ohio, 1972); Frank Pancotto, M.D. (Chicago, 1975), Concord, NC; John Perfect, M.D. (Med. Coll. of Ohio, 1975).

Clinical Associates: William P. Petros, Ph.D. (Philadelphia Coll. of Pharm., 1987); Thomas F. Trahey, M.D. (Bowman Gray, 1984).

Emeriti: J. Lamar Callaway, M.D.; Albert Heyman, M.D.; Walter Kempner, M.D.; Johannes A. Kylstra, M.D.; Edward S. Orgain, M.D.; John B. Pfeiffer, M.D.; R. Wayne Rundles, M.D.; Herbert O. Sieker, M.D.; Eugene A. Stead, Jr., M.D.

## Required Courses

**MED-204. Introduction to Clinical Medicine.** This seven week course occurs in late summer following the completion of the first year basic science curriculum. It is short but intensive and designed to provide the necessary skills and knowledge basic to function in a clinical environment. The three major areas that are covered include: (1) history, physical examination, problem formulation; (2) laboratory diagnosis, and (3) radiology diagnosis. In each of these three areas, didactic materials are presented in a morning lecture format and are complemented by afternoon sessions in smaller groups with "hands on" experience. The course also includes a brief introduction to the topic of human sexuality.

The morning lectures for the patient interaction part of the course concentrate on various organ systems and outline the salient historical features of normality and disease as well as the physical examination features pertinent to the organ system. Two afternoons each week, small student groups interact with one instructor, interview, examine, present, and write up patients from the wards at Duke and the VA Medical Center. During these patient oriented sessions, skills and techniques necessary for history taking, physical examination, bedside presentations, problem formulation, and writing up findings are introduced and practiced.

The purpose of the laboratory diagnosis portion of the course is to teach the concepts and technical skills necessary for the use of the laboratory in evaluating and managing patients. It consists of a series of morning lectures and afternoon laboratory sessions stressing the intelligent use of the laboratory in clinical medicine and presented in a disease-oriented format. The lectures summarize difficult topics not easily gleaned from reading the background materials or handouts. The laboratory sessions are designed to serve two purposes: to allow acquisition of the basic psychomotor laboratory skills needed routinely in clinical medicine, such as venipuncture, cell counting, performance of ECGs and microscopic examination of urine and blood; and to provide an opportunity for small instructor-led groups to discuss the relevance of actual laboratory data to clinical practice.

The aim of the radiology diagnosis portion of the course is to introduce students to the radiographic appearances of common diseases that they will encounter during their clinical years. The principles rather than the details of radiographic interpretation are stressed in a series of morning lectures and afternoon laboratories sessions. In general, two lectures are devoted to each subspecialty area, e.g., chest radiology and neuroradiology, and these are usually scheduled to coincide with the corresponding lectures in physical and laboratory diagnosis. The laboratories are given to groups of fifteen to twenty students, and involve discussion of radiographs at the viewbox. The labs are generally designed to amplify and extend the content of the lecture material. The emphasis is on an informal discussion with considerable interaction between teacher and students. Most of the course material is related to the analysis of radiographs from the basic areas of radiology (chest, bone, gastrointestinal, urologic, and pediatric); with less emphasis on the more specialized areas (neuro, vascular, ultrasound, computed tomography, and nuclear medicine). Students will be expected to develop an understanding of how to analyze the common basic radiographic abnormalities that they will see during their second year clinical clerkships. The limited introduction to the more specialized areas provides information as to how the new imaging modalities should be applied in the diagnostic investigation of patients.

The human sexuality portion of the course provides a didactic introduction to the psychological and physiologic aspects of sexual response and sexual dysfunction that are commonly encountered in clinical practice. The treatment of sexual dysfunction, with emphasis on behavioral methods, along with other approaches to marital and sexual dysfunction are also discussed.

At the end of the course, the students are tested via a written and practical examination in radiology and laboratory medicine and both a written and practical examination on the history, physical examination, and problem formulations. Also contributing significantly to the final evaluation is individual student performance during the afternoon ward sessions.



**MED-205. Medicine.** The second year course in medicine is aimed at providing the student with the basic tools used in the practice of medicine. This is the time when he or she should consolidate the material learned during the first year and apply it to the study of his or her own patients. During a brief eight-week course it is not possible to cover systematically the entire body of knowledge of internal medicine; instead, the student is provided a series of representative learning experiences based on the case study method. Our goals are to teach a method of approach to the patient and to provide a firm foundation for the solution of new medical problems as they are encountered in the months and years ahead. Specific expectations of the sophomore student are: (1) The student will perform and record a history and physical examination on each patient he or she admits. The first two weeks on the rotation he or she will admit one patient per call night; thereafter he or she will admit up to three patients per week. (2) The student will perform an independent history and physical examination on the patient. After the resident has completed the patient assessment, the student should present to the resident. They should then go back to the bedside to check any discrepancies in either the historical or physical examination findings. (3) A complete work-up will also include an analysis of the peripheral blood smear and urine sediment and sputum gram stain when appropriate on all patients. (4) The student should prepare for case presentations by reading the relevant section in one of the standard textbooks of medicine. (5) The student's complete workup should be in the chart within twenty-four hours of admission and should be in the format provided. (6) The student should take responsibility for patients as the primary care person and is expected to follow his or her patients daily and include progress notes on the chart. He or she is responsible for knowing what therapeutic interventions and/or diagnostic tests have been performed and the outcome of these maneuvers. (7) The student is encouraged to participate in all diagnostic procedures, such as lumbar punctures or thoracenteses, on his or her patients. Where appropriate, the student will perform these procedures under the supervision of the house staff. (8) Daily work rounds with the house staff are mandatory and the student is expected to be sufficiently knowledgeable to participate in patient care decisions. This will necessitate seeing your patients before work rounds. Attending rounds cannot be missed without the prior permission of the attending physician. (9) The student is expected to present patients to Attendings within twenty four hours after admission and to know rationale for patient workup as well as pertinent specific medical information. (10) The student is to attend outpatient clinic with his resident (if two students on a team, then one will go with the intern) on a weekly basis. He or she will act as an observer or as a primary physician depending on the time available. (11) Students should attend all conferences (Grand Rounds, Noon Conferences, Student Lecture Series) unless ward duties preclude.

**MED-207. Neurology.** The second year course in neurology provides the student with a firm understanding of the neurological examination, formulation of clinical neurological problems, and practice with written and oral communications in a hospital setting. The student has the opportunity to apply the neuroanatomy, neurophysiology, neurochemistry, and neuropathology learned in the first year to the evaluation and care of his or her patients. Each student is assigned patients from the neurology services at Duke Hospital or the Durham VA Medical Center. The students elicit a history and perform a physical examination under the supervision of neurology faculty. The student records the findings in the hospital charts and presents the findings at regular staff rounds. The student then participates with a clinical team of faculty and house officers in the hospital evaluation of the patients. The student is encouraged to participate in all diagnostic procedures such as lumbar puncture. The student has the opportunity to follow patients through neuro-radiological and neuro-surgical procedures forming part of evaluation and treatment.

The specific expectations for the sophomore student are: (1) to perform and record a competent neurological and history examination on each admitted patient, (2) to be competent in the hospital management of neurological patients including diagnostic appropriate electrical studies, (3) to assume responsibility as the primary care person for his or her patients, to include daily progress notes on hospital charts, and to be familiar with the results



of all therapeutic interventions and diagnostic tests performed on his patients, (4) to participate in daily work rounds with an assigned team of house officers and faculty, (5) to be sufficiently knowledgeable to be able to participate in patient care decisions, (6) to attend faculty attending rounds and to present his patients to faculty within twenty-four hours after admission, and (7) to participate in neurology service rounds and conferences during the course.

The course includes faculty lectures. A written evaluation is provided to the students by faculty and house staff. There is no examination.

This course is usually taken in conjunction with CFM-207.

## **Electives**

**MED-210 (C). Advanced General Medicine (Duke/Durham-VA).** (1) Course Goals: To expand the experience and knowledge gained during the second year medicine clerkship. Primary—Providing additional experience in the management of hospitalized patients with a wide variety of general internal medical problems. Secondary—Developing a comprehensive understanding of the pathophysiology of the common problems encountered on an internal medicine inpatient service. This course is recommended for students who receive a straight grade of Pass in MED 205. (2) How Goals Will Be Achieved: Students will be assigned to one of the general medical wards at either Duke or the VA Hospital. They will be assigned patients in rotation with the second year students on the service and will be expected to perform and complete an initial evaluation, develop a care plan, write the orders (to be countersigned by the intern), present the patient at teaching rounds, and follow the patient throughout the hospital course. Students will be assigned approximately three patients per week and will be expected to do outside reading on each. The student may be advanced to the subinternship level during the eight week period at the recommendation of the chief medical resident. (3) Methods of Evaluation: The evaluation form will be made available to each student at the beginning of the rotation. There will be formal mid-term and final evaluations. No final exam is given. Requests for Duke or Durham VA rotation will be accepted on first come, first served basis. (Call 681-2255) Weight: 10. *Greenfield and staff*

**MED-211 (C). Internal Medicine Subinternship (Duke/Durham-VA).** (1) Course Goals: To provide an internal medicine patient care experience at the intern level. (2) How Goals Will Be Achieved: Students will be assigned to one of the two inpatient services at either Duke or VA and will be supervised by a second or third year internal medicine resident. The student will function as an intern on that service with the exception that orders must be countersigned by a medical house officer. A pager and sleep-in facilities will be available. No other medical intern will be assigned to those patients handled by the subintern. The number of patients assigned will be determined by the supervising resident with anticipated increases during the course. (3) Methods of Evaluation: Students will be evaluated by their resident and senior staff attending. The evaluation form will be made available to each student at the beginning of the rotation. There will be an informal evaluation at two weeks and a formal evaluation at four weeks. No final exam is given. Prerequisites: available only to Duke medical students who receive grades of Honors or P+ in MED 205. Requests for Duke or Durham VA will be accepted on first come, first served basis (call 681-2255). Weight: 5 or 10. *Greenfield and staff*

**MED-213 (C). Tutorial In Medical PDC.** (1) Course Goals: Primary—To broaden student exposure to ambulatory care in internal medicine and understanding of outpatient evaluation of disease. Secondary—To develop the student's doctoring skills by focusing on the physician/patient interactive skills using private or public outpatients. (2) How Goals Will Be Achieved: Students will work in a one-to-one relationship with

faculty members in the Department of Medicine who see patients regularly in the Medical PDC. Students will complete the initial work-up of patients and develop plans for treatment and follow-up care in consultation with the preceptor. They may follow patients admitted to the hospital. Students may choose to spend time in both the acute care clinic and seeing private patients with an attending of their choice. The patients may be general medical patients or patients within their attending's subspecialty. Students will also gain an understanding of the effectiveness of evaluation of patients on an outpatient basis. (3) Methods of Evaluation: The preceptor will observe the student's interaction with patients and the quality of the work-ups including follow-up, care plans, and their implementation. Prerequisites: approval of students by preceptor. Weight: 2, 4, or 8. *Greenfield and staff*

**MED-214 (C). Rural Health Elective.** The purpose of this course is to give students experience working in a community-supported, rural health clinic. Students will organize clinic staffing and follow-up, orient and teach other student volunteers, design a clinical project, and participate in an ongoing seminar series. Students must have volunteered for the North Carolina Student Rural Health Coalition in either year 1 or year 2. The grade for this year long course will be posted at the end of the second term. One credit per term will be awarded. Weight: 2. *Brown*

**MED-216 (C). Summer Elective In Primary Care General Internal Medicine.** Designed for under-represented minority students. Students will participate in an extensive seminar series, will learn about primary care general internal medicine by working in a variety of clinics, and will design a clinical epidemiology project. Weight: 4. *Brown and Wong*

**MED-220 (C). Emergency Room.** (1) Course Goals: Primary—To provide a broad exposure in the Emergency Room to clinical problems emphasizing acute internal medicine in such a way that students can see patients before any other physician contact and permitting the learner to make diagnoses and plan short-term "workups". Secondary - To develop students' ability to rapidly obtain history and shorten the amount of time required to do accurate physical examination, to enhance students' dexterity when performing minimally invasive procedures, and to teach the concepts of triage and prehospital care. (2) How Goals Will Be Achieved: Each student works with nine different residents (not interns [3 rotating shifts of 3 JARs/SARs) and is on 24 hours/off 24 hours then on 12 hours/off 36 hours. Students sleep in every fourth night and average working about 70 hours/week. In collaboration with residents or senior staff, students will be involved in diagnostic procedures and interpretation of studies before planning management of illness with some opportunities to supervise subsequent care for up to 24 hours. Thus, students can test their ability to make diagnoses and plan acute studies. Didactic sessions, held twice weekly, cover clinical topics related to emergency medicine and complement a daily morning report. Working with nurses at triage station permits view of a function rarely seen by learners of medicine. Every student is encouraged to ride in the ambulance with Durham County's paramedics. Students electing an eight week rotation double their experience in subacute internal medicine as described above, but also may elect to work on the acute side of the ER caring for patients who have myocardial infarction, life threatening arrhythmias, medical coma, pulmonary edema, status epilepticus, severe GI bleeding, and drug overdose. (3) Methods of Evaluation: Residents and senior staff evaluate the student's gain in rapidity of doing history/physical examinations, increased dexterity in performance of minimally invasive procedures, and increase in knowledge and skill to interpret/present data to others. Prerequisites: none mandatory, prior experience in other electives would be beneficial. Weight: 4 or 8. *Wellman*

**MED-223 (C). Intensive Care Medicine Subinternship (Duke).** (1) Course Goals: Primary—To introduce the student to a pathophysiologic approach to critically ill



adults. Secondary—To provide an opportunity for students to perform selected procedures. (2) How Goals Will Be Achieved: Students will function as subinterns in a very active intensive care unit. Patient evaluations, procedures, diagnostic planning and treatment planning are performed by students under the direct supervision of the junior assistant resident, pulmonary fellow, and attending physician. Night call occurs every other or every third night. Regular didactic lectures on topics related to the diagnosis and treatment of the critically ill will be given by the attending staff. The physiological and biochemical approach to critical care medicine is stressed. A syllabus of selected reprints from the critical care literature is provided to each student. Emphasis is placed on access to attending physicians and pulmonary fellows for the discussion of specific patient oriented questions. Preferences for the month of rotation will be honored if possible. Questions should be directed to Dr. Fulkerson, 681-5850. (3) Methods of Evaluation: Each student's performance is assessed by the unit director through direct observation of the student in the clinical and didactic environments. Input from the residents, fellows, and other attending physicians is also obtained. Weight: 5. *Fulkerson and pulmonary staff*

**MED-224 (C). Intensive Care Medicine Subinternship (Durham-VA Hospital).** (1) Course Goals: Primary—To provide training in clinical physiologic and pharmacologic principles of the care of the critically ill. Secondary—To develop students' skills in performance and interpretation of diagnostic procedures. (2) How Goals Will Be Achieved: Under the supervision of junior assistant residents and a pulmonary fellow, students will function as subinterns and will be responsible for patient workups and daily bedside presentations. Students are given responsibilities for procedures and decision-making in direct proportion to the development of their patient management skills. Daily attending rounds stress an integrated physiologic approach to the management of critically ill patients with emphasis on acute respiratory care, hemodynamic monitoring, acid-base balance, and nutritional support. Each student is provided with a syllabus of selected readings that supplements regular didactic sessions on diagnosis, pathophysiology, and management of critical illness. Student on call schedule is every third night for the duration of this four-week course. Students may obtain information by telephoning 286-6946 or 684-6143 and should arrange for a replacement if they subsequently drop the course. (3) Methods of Evaluation: Student evaluations are done by the fellows and faculty attending on the MICU and are based on observed performance. Weight: 5. *Piantadosi and pulmonary staff*

**MED-230 (C). Pulmonary Medicine.** (1) Course Goals: Primary—To provide training in clinical aspects of allergy and respiratory medicine. Secondary—To provide experience with pulmonary and allergy laboratory techniques including pulmonary function testing, chest radiology, bronchoscopy and evaluation of allergic disorders. (2) How Goals Will Be Achieved: Students will be assigned to the Pulmonary/Allergy Consult Services at either the VA or at Duke Hospital. They will have primary responsibility for workup and presentation of selected patients on these services. All patients are presented and followed at daily rounds with fellows and faculty. Students will also participate in a half-day outpatient clinic each week. Joint seminars and conferences involving both the Duke and VA Consult Services are held each week to provide instruction in allergy, clinical immunology, pulmonary function evaluation, pulmonary physiology, chest radiology, pulmonary pathology and clinical pulmonary medicine. (3) Methods of Evaluation: Student evaluations are done by fellows and faculty assigned to the Consult Services during the period of the course and are based on observed performance. Weight: 4. *Crapo and pulmonary staff*

**MED-231 (C). Clinical Allergy-Immunology.** (1) Course Goals: Primary—Precepted instruction in the critical use of medical laboratory information. Secondary—Familiarization of the student with the clinical uses of the Allergy-Immunology laboratory. (2) How Goals Will Be Achieved: The consultative role of the Allergy-Im-



munology laboratory is used to focus critical awareness on the clinical utility and pitfalls of measures of immunity. During the first several weeks, the student will clinically evaluate selected patients with impaired immunity (impaired resistance to infection, hypersensitivity, autoimmunity, neoplasia or other immunologic problems) from the clinic and/or consultative service. The student will have an opportunity to participate in the immunologic studies applicable to assigned patients. This clinical experience is used to identify a mutually acceptable topic for selected readings and weekly discussions of either laboratory procedures or immunologic alterations associated with an immune disease. These readings and discussions provide the basis for a required technical report. The content of this short (ten to twenty double spaced typed pages, excluding references), critical report of current knowledge is the utility of either a specific laboratory procedure or the value of laboratory studies in the care of patients with a specific immune disease. (3) Methods of Evaluation: The student's understanding and ability to use the information reviewed and the content of the technical report are used to evaluate student performance. Prerequisites: approval of course director. Max: 1 student per instructor. Weight: 8. *Buckley*

**MED-232 (C). Pulmonary Medicine Subinternship (Asheville VA).** (1) Course Goals: Primary—To provide experience in management and assessment of pulmonary diseases. Secondary—To expose students to and permit them to assist in special procedures in pulmonary medicine such as PFTs, arterial punctures, thoracentesis, and bronchoscopy. (2) How Goals Will Be Achieved: Students will perform the initial workup on selected patients admitted to the pulmonary service at the AVAMC and participate in patient centered daily work rounds and weekly chest conferences. In addition, there will be informal lectures on pulmonary subjects such as history taking, physical examination, PFTs and arterial blood gases (theory vs practice), chest radiography, COPD and asthma, lung cancer, pneumonias, pulmonary TB, pulmonary emboli, occupational lung disease, respiratory failure, and pleural effusion. Optional activities may include participation in a pulmonary clinic and pulmonary medical night call. (3) Method of Evaluation: The instructor evaluation will be based on observation of the student's daily performance using the standard Duke Department of Medicine evaluation form. Weight: 4. *Elliston and Rotman*

**MED-240 (C). Clinical Cardiology.** (1) Course Goals: Primary—To develop proficiency in obtaining and understanding the cardiovascular history and bedside examination, interpreting electrocardiograms, and evaluating and managing patients with various acute/chronic illnesses requiring hospitalization. Secondary—To develop an understanding of the pathophysiology of heart disease and how the Duke Cardiovascular Data Bank, noninvasive and invasive laboratory testing, and the cardiovascular consultant are used in evaluation and treatment of patients with known or suspected heart disease. (2) How Goals Will Be Achieved: When student enrollment is more than four, a core curriculum of didactic lectures and patient/cardiology patient simulator (HARVEY) teaching sessions will take place from 11:00 a.m. to 1:00 p.m., Monday through Friday, throughout the eight weeks. Students will also be assigned to work with Harvey on their own in small groups at other times during the day. When enrollment is four or less, the patient/simulator sessions will occur as dictated by student interest and availability. Other didactic sessions will be abbreviated. An opportunity to become certified/recertified in basic cardiac life support will also be offered. For their clinical experience, students will be assigned to two sequential four-week rotations consisting of a clinical evaluation subrotation and a patient care subrotation. Students will be given their choice of site/service on a first-come-first-served basis as the schedule permits. During the clinical evaluation subrotation, the student will be assigned to either the Duke consult or electrophysiology service or to the VA consult service where they will be responsible for interpreting electrocardiograms, performing cardiology consultations, and evaluating patients in preparation for cardiac catheterization. During the

other patient-care sub-rotation, students will be assigned to either the Duke or VA CCU or to a Duke private in-patient cardiology service as a subintern. On the CCU, students will work in close cooperation with the CCU staff in the evaluation and management of patients with acute cardiovascular illnesses. On the Duke CCU, student procedures are limited to placing arterial lines and central venous lines via peripheral routes. On the VA CCU, opportunities for performing procedures are more varied depending on student ability and interest. As a subintern on the private service, the student will be responsible for evaluating and managing patients in concert with the intern, fellow, and senior staff physician. Because of the considerable logistics involved with making up schedules and assignments, students wishing to drop this elective must do so at least two weeks prior to the starting date. Subsequently, no drop will be permitted unless the student provides a replacement for that slot. (3) Methods of Evaluation: Students will be evaluated by the resident and senior staff with whom they work. The evaluation form will be made available to the student at the beginning of the elective. Students may also be evaluated by written/practical examinations at the beginning and/or the end of the elective. Weight: 8. *Waugh and cardiology staff*

**MED-242 (C). Clinical Arrhythmia Service.** (1) Course Goals: Primary—To provide students with an in-depth exposure to the diagnosis and management of cardiac arrhythmias, electrophysiologic studies, cardiac pacemakers, and implantable defibrillators; to help students to understand the electrophysiologic events that result in arrhythmias and ECG changes. This course is not designed to be a substitute for the general cardiology elective (MED 240C). Secondary—To familiarize the student with certain basic techniques of arrhythmia diagnosis such as esophageal recording and pacing. (2) How Goals Will Be Achieved: The student will spend four weeks working on the Clinical Arrhythmia Service. The student will make rounds with the Clinical Electrophysiology Service on inpatients with arrhythmia problems. The student will attend electrophysiologic studies and assist in the analysis of data from these studies. Attendance of electrophysiologic surgical procedures is also encouraged. The student will be responsible for the work-up of patients admitted to the Arrhythmia Service as well as inpatient consults and will play an important role in the follow up of these patients while they are in the hospital. The student will also see outpatients during Arrhythmia Clinic that meets Wednesday afternoons in the PDC. The student will assist in the evaluation of patients for permanent pacemaker implantations. Students will be responsible for reviewing the literature on subjects related to the patients that they have seen on the clinical service. (3) Methods of Evaluation: Students will be evaluated on their clinical skills in taking histories, performing physical examinations as well as in their presentation and assessment of the patient's problem. They will also be assessed on their ability to read and understand the relevant literature and their ability to assume a responsible role in the care of patients on the Clinical Arrhythmia Service. Weight: 4. *Wharton, Pritchett, Page, and Grant*

**MED-243 (C). Cardiology Subinternship (Asheville VA).** (1) Course Goals: Primary—To provide experience in the assessment and management of patients with acquired heart disease. Secondary—To familiarize the student with both invasive and non-invasive procedures available at this medical center. (2) How Goals Will Be Achieved: The student will be assigned to an attending cardiologist and will be expected to work up patients presenting to both the coronary care unit and the cardiology nonacute ward. Daily work rounds will commence at 7:30 a.m. with additional student teaching rounds occurring three times a week. In addition, daily interpretation of electrocardiograms, stress tests, Holter monitors, and echocardiograms will focus on student teaching. Cardiac catheterization results will also be reviewed on a daily basis. Night call will be optional, but students may elect to take call with appropriate attendings. (3) Method of Evaluation: The preceptor will evaluate the student's ability to assess patient problems based on the history and physical and to formulate a plan to evaluate



the problems. Furthermore, the preceptor will assess each student's ability to evaluate and act upon data derived from both invasive and non-invasive diagnostic methods. Weight: 4. *Pram, Shapira, and Patel*

**MED-244 (C). In-Patient Cardiology.** (1) Course Goals: Primary—To provide an in-depth experience in the evaluation and care of in-patients with various cardiovascular problems requiring hospitalization. Secondary—To refine student understanding of the cardiovascular history, physical examination and non-invasive and invasive laboratory testing in evaluating and managing patients with known or suspected cardiovascular disease. (2) How Goals Will Be Achieved: Students will be assigned to the Duke CCU, the VA CCU, or to the private cardiology in-patient service at Duke. They will work in concert with the housestaff, cardiology fellows, and senior staff attendings in working up and managing patients admitted to these various services. They will also participate in the core curriculum for the 240C elective, including individually assigned times to work with the cardiology patient simulator and various computer assisted instruction programs. Students taking the 240C elective will be given priority for their choice of site and service on a first-come-first-serve basis followed by students taking this elective. Because of the considerable logistics involved in scheduling and coordinating the various cardiology electives, students who wish to drop must do so at least one week before the scheduled starting date. After that time, drops will be allowed only if a replacement student can be provided. Methods of Evaluation: Students will be evaluated by all resident, fellow, and senior staff with whom they work. The evaluation questionnaire will be made available at the beginning of the elective. Depending on circumstances, students may also be evaluated by written and practical examinations at the beginning and/or end of the elective. Weight: 4. *Waugh*

**MED-245 (C). Consultative Cardiology.** (1) Course Goals: Primary—To refine student understanding of normal and pathologic cardiovascular physiology while functioning in the role of a consultant for in-patients with various cardiovascular problems; to become able to quickly and accurately interpret ECGs. (2) How Goals Will Be Achieved: Students will be assigned to the consult service at either the VA Hospital, Duke, or, as availability/interest permits, the Electrophysiology Service at Duke where, in concert with the SAR, fellow and senior staff attending, they will evaluate the operative risk for noncardiac surgery as well as make decisions concerning cardiac surgery in patients with ischemic and other types of heart disease. One of the four weeks will be spent at DUPAC seeing consults, attending clinics, and evaluating patients referred for rehabilitation/risk factor modification. Students will also participate extensively in reading ECGs. They will also participate in the core curriculum experience for the MED 240C elective including individually assigned times to work with the cardiology patient simulator and various computer assisted instruction programs. Students taking the 240C elective will be given priority for their choice of site and service on a first-come-first-serve basis followed by students taking this elective. Because of the considerable logistics involved in scheduling and coordinating the various cardiology electives, students who wish to drop must do so at least one week before the scheduled starting date. After that time, drops will be allowed only if a replacement student can be provided. (3) Methods of Evaluation: Students will be evaluated by the resident, fellow, and senior staff with whom they work. The evaluation questionnaire will be made available at the beginning of the elective. Depending on circumstances, students may also be evaluated by written and practical examinations at the beginning and/or end of the elective. Weight: 4. *Waugh and cardiology staff*

**MED-250 (C). Clinical Dermatology.** Course Goals: Primary— To train students to notice and recognize both crucial and trivial dermatological physical findings so that they may be able in the future to: (1) describe physical findings in the skin accurately; (2) formulate a reasonable differential diagnosis based on what is seen; (3) know when biopsy or referral is indicated; (4) prescribe appropriate therapy; and (5) recognize



important dermatologic findings related to significant health problems. Students on the rotation will spend two weeks in the Duke clinics and two weeks at the V.A. Hospital. While at Duke, students will rotate through Private Dermatology Clinics, Public Dermatology Clinics, Dermatologic Surgery Clinics, and various sub-specialty clinics. At the V.A., there will be two major Outpatient Clinics each week supplemented by daily Acute Care Clinic/Screening-Clinic/ER walk-in consultations. Students will also participate in the inpatient consult services and will assist in the supervision of inpatient dermatology patients. There is no night or weekend call on the rotation. The clinic experiences are supplemented with lectures and teaching conferences. Interesting cases from the V.A. experience are presented weekly at a Thursday morning breakfast conference, while cases from the Duke experience are presented weekly during Friday afternoon Gallop Rounds. Students are expected to present case discussions at these conferences. The majority of the teaching is one-on-one. Student evaluations are based on development of clinical skills as assessed by faculty and residents, presentations at weekly conferences, and a written and Kodachrome objective examination given at the end of the course. Any special needs can be discussed with the course director who may be reached at 684-3110. Students are to report to the Dermatology Clinic, Room 0027, Orange Zone at 0830 the first day of the rotation for further orientation and clinic assignment. Weight: 4. *Prose*

**MED-251 (C). Lectures And Demonstration In Clinical Dermatology.** (1) Course Goals: Primary—To familiarize students with the clinical presentation and pathophysiology of dermatological disorders and their management and treatment. (2) How Goals Will Be Achieved: The course will be presented over an eight week period with three lectures weekly using 35mm Kodachromes. Clinical assessment will be emphasized by presentation of patients with common as well as unusual skin disorders one half-day per week. (3) Methods of Evaluation: A test given at the end of the course will be used to assess knowledge gained from lectures. Attendance at clinical presentations is required. Weight: 2. *Olsen and dermatology staff*

**MED-260 (C). Gastroenterology.** (1) Course Goals: Primary—To provide an experience with digestive diseases from which the student can develop a sound fundamental approach to the diagnosis and management of these problems. Secondary—To provide an exposure to recent advances in the field including therapeutic and diagnostic endoscopy; to stimulate questions concerning digestive diseases and to attract students into the field. (2) How Goals Will Be Achieved: Participation in the care (work-up and management of patients hospitalized on the general wards of Duke or the VA Hospital under the guidance of the resident, fellow, and faculty members assigned either to the VA or Duke Consultation Service. The students' experience may include participation in the activities of the new clinic endoscopy unit of the Division of Gastroenterology. This unit offers specialized tests and/or procedures necessary for the state of the art care of patients with digestive diseases. Procedural activities include upper endoscopy, endoscopic retrograde cholangiopancreatography, endoscopic colon polypectomy and endoscopic ampulla of Vater papillotomy. Data derived from these and other laboratory studies are discussed in the context of specific patient problems in weekly conference settings. Students have an opportunity to interact with all the faculty of the Division at morning rounds and other conferences where patients from all of the services (Duke and VA) are discussed. Rounds on patients with liver disease are held separately. (3) Methods of Evaluation: Student evaluation forms are completed by the resident, fellows, and faculty working with the student on individual patient care services. Final evaluation represents a composite of these forms that chiefly identifies clinical skills, fund of basic information, organizational ability, and degree of interest and participation. Weight: 4. *Taylor and gastroenterology staff*

**MED-270 (C). Outpatient Hematology-Oncology (Duke).** (1) Course Goals: Primary—To give the student experience in the diagnosis, long-term treatment, and

supportive care of patients with hematologic and oncologic disorders in the outpatient setting. (2) How Goals Will Be Achieved: On one half-day each week, the student will see and take part in the care of patients with these disorders under the supervision of staff personnel. The course is offered for eight or, preferably, sixteen weeks. (3) Methods of Evaluation: Students will be evaluated by their preceptors on the basis of their ability to obtain a history, perform a physical examination, evaluate hematologic, and other laboratory data, integrate these data and propose assessments and plans of action. Weight: 1-2. *Kaufman and hematology/oncology staff*

**MED-271 (C). Outpatient Hematology-Oncology (Durham/VA).** (1) Course Goals: Primary—To give the student experience in the diagnosis, long-term treatment, and supportive care of patients with hematologic and oncologic disorders in the outpatient setting. (2) How Goals Will Be Achieved: On one-half day each week, the student will see and take part in the care of patients with hematological and oncological diseases in the outpatient setting. The work can be weighed so that the experience will be primarily hematology, oncology, or a combination of both. The course is offered for eight or, preferably, sixteen weeks. (3) Methods of Evaluation: Students will be evaluated by their preceptors on the basis of their ability to obtain a history, perform a physical examination, evaluate hematologic and other laboratory data, integrate these data and propose assessments and plans of action. Weight: 1-2. *Weinberg and hematology/oncology staff*

**MED-272 (C). Clinical Hematology And Oncology (Duke).** (1) Course Goals: Primary—To teach how to the diagnosis and treat patients with hematologic and oncologic diseases. (2) How Goals Will Be Achieved: Patient contact is stressed in various roles including those as outpatient, inpatient, and consultant physician. The diagnostic techniques used in assessing hematologic and oncologic diseases are stressed and the basic understanding of the pathophysiology of hematologic and oncologic diseases is provided. Two types of experience are offered: (a) the Consult Service in which the student sees patients in consult on Wards 81-83 and reviews the diagnostic and therapeutic data with a consultant, and (b) the Private Inpatient Service in which the student takes part in the care of the patients of one of the private physicians. Outpatient experience is provided for both types of experience. Four week students may select either experience while those electing an eight week rotation will have both types of experiences. (3) Methods of Evaluation: Students will be evaluated by their preceptors on the basis of their ability to take a history, perform a physical examination, evaluate hematologic and other laboratory data, integrate these data and propose assessments and plans of action. Weight: 4 or 8. *Kaufman and hematology/oncology staff*

**MED-273 (C). Clinical Hematology And Oncology (Durham/VA).** (1) Course Goals: Primary—To teach how to diagnosis and treat patients with hematologic and oncologic diseases. (2) How Goals Will Be Achieved: As a member of the section, the student actively participates in the following: (a) hematology-oncology consultation service for the VA wards; (b) hematology-oncology outpatient clinics; and (c) management of disorders including leukemias, lymphomas, anemias, bleeding disorders, gammopathies, etc. An opportunity is provided for the student to learn and perform the specialized clinical and laboratory techniques involved in the evaluation of these patients. Ample time is available for contact with the hematology teaching staff and library research. In addition to daily teaching attending rounds, weekly x-ray, pathology, and case-oriented conference occur. (3) Methods of Evaluation: Students will be evaluated by their preceptors on the basis of their ability to obtain a history, perform a physical examination, evaluate hematologic and other laboratory data, integrate these data, and propose assessments and plans of action. Weight: 4 or 8. *Weinberg and hematology staff*

**MED-274 (C). Medical Subinternship In Hematology-Oncology.** (1) Course Goals: This is an intensive course in the medical care of patients with hematologic and oncologic



disorders. (2) How Goals Will Be Achieved: Under supervision, the student will be given considerable responsibility in the care of inpatients either in Duke North or on Jordan Ward. They will receive instruction and experience in diagnostic and therapeutic procedures, the pathophysiology of the diseases in question, the use of drugs and their interactions, and the interactions of patients and their families. (3) Methods of Evaluation: Students will be evaluated by their preceptors on the basis of their ability to obtain a history, perform a physical examination, evaluate hematologic and other laboratory data, integrate these data, and propose assessments and plans of action. Prerequisites: approval of faculty based on prior performance. Weight: 5. *Kaufman and hematology/oncology staff*

**MED-275 (C). Clinical Coagulation.** (1) Course Goals: Primary—To teach the clinical and laboratory approach to patients with a hemorrhagic or thrombotic disorder. The student will learn to evaluate clinical coagulation disorders and become familiar with coagulation laboratory testing and interpretation. Secondary—To expose the student to recent advances in the area of coagulation research. (2) How Goals Will Be Achieved: The student will spend four weeks on the Clinical Coagulation Consult Service under the direction of Dr. B. Gail Macik, Dr. Charles Greenberg, or Dr. William Kane. The student will be expected to work-up inpatients referred to the Coagulation Service as well as participate in a half day a week Coagulation Outpatient Clinic. The rotation includes Coagulation lab rounds during which the student will learn to interpret lab tests and review abnormal results. The student will be expected to present patients at the weekly clinical coagulation conference and to briefly discuss the evaluation and management of the patient supported by a limited literature review. Students electing to do an eight week rotation will have a more extensive laboratory and clinical research experience. (3) Methods of Evaluation: The student's performance will be evaluated by the Coagulation attending with input from the fellow on the service. The evaluation will be based on observation of the student's ability to do careful histories and physical examinations, to appropriately assess the problem and develop a logical diagnostic and therapeutic plan, and to demonstrate an increase in knowledge about laboratory tests and their application to clinical problems. Weight: 4 or 8. *Greenberg, Macik, and Kane*

**MED-276 (C). Oncology Subinternship (Asheville VA).** (1) Course Goals: To provide the student with a broad experience in the medical management of oncology patients including initial diagnostic evaluation, planning, and monitoring of therapy and supportive care. Nonmalignant hematologic problems (mainly anemia and coagulopathy) will also be covered. (2) How Goals Will Be Achieved: The student will do admission work-ups, write orders, and serve as the primary care provider for selected oncology and hematology patients under the supervision of the Chief of Oncology, VAMCA. Didactic sessions will be provided by medical staff on various aspects of cancer and its treatment and complications. Students will be instructed to do bone marrow aspiration and biopsy and review peripheral and bone marrow smears. The student will participate twice weekly in the oncology/hematology clinic and evaluate inpatients with oncologic problems, anemia or coagulopathy on a consultative basis under staff supervision. (3) Method of Evaluation: Chief of Oncology Service will evaluate student with standard Duke Department of Medicine evaluation forms. Weight: 4. *Puram*

**MED-280 (C). Clinical Infectious Diseases.** (1) Course Goals: To provide experience in the clinical and laboratory diagnosis of infectious diseases and in their therapy. The primary emphasis will be placed on learning from interaction with patients, resident staff, and faculty on the consultation service. Students are expected to work up assigned patients by interview, physical examination, and collation of laboratory results, leading to a summary and synthesis of the problem. Particular emphasis will be placed on close follow-up of the patients during hospitalization, including attendance at procedures or operations whenever possible. Students should know their own patients



well enough to be able to give a reasonable presentation on ward rounds or at conferences without notice. Students will be expected to read standard texts in-depth about their patients' problems, as well as a few recent relevant primary references. Students are expected to attend the various conferences listed on the weekly schedule of division activities punctually including Microbiology Plate Rounds, Journal Club, and tutorials. They will be asked to present cases and provide some discussion at the Thursday V.A. Conference. Each student should be prepared to present and briefly discuss one article that he or she considers to be interesting and timely at Journal Club. (2) Methods of Evaluation: Each student's performance will be evaluated and graded by the resident, fellow, and attendings, using the usual "honors", "pass plus", "pass", "deferred", or "unsatisfactory" system that is utilized internally in the Department of Medicine. In arriving at a consensus, appropriate emphasis will be placed on knowledge, enthusiasm, and evidence of improvement during the rotation. There will be no written examination. Adds will be accepted at any time providing the course has not been filled. However, because this course is usually oversubscribed, drops will not be accepted within thirty days of the first day of classes unless the student finds his own replacement. MED 280C is a full-time experience. Also, it is offered as a sole-enrollment course and, as such, cannot be taken in conjunction with any other course without the permission of the advisory dean and the course director. Weight: 4. *Durack and infectious disease staff*

**MED-281 (C). Infectious Diseases Subinternship (Asheville VA).** (1) Course Goals: Primary—To familiarize students with the methods of diagnosing and managing patients with a wide variety of infectious diseases and allowing them to participate in basic techniques used to evaluate clinical specimens in the Clinical Microbiology Laboratory. (2) How Goals Will Be Achieved: Students are allowed to become involved in the initial evaluation of patients referred for infectious disease consultation and by discussing their diagnostic and management concepts with the course director. Students will also have a daily exposure to the Clinical Microbiology Laboratory where the basic techniques will be demonstrated and relevant culture material will be reviewed. Students will be provided with appropriate reference material and will be expected to refer to these sources regularly. Each student will also have several opportunities during the rotation to prepare and present more in-depth discussions on particular cases or problems they have evaluated. The course director will also provide at least weekly conferences to the student group on relevant subject matter. (3) Method of Evaluation: Student performance will be assessed by the course director based on the student's fund of medical knowledge, ability to carry out an appropriate physical examination, ability to construct an appropriate differential diagnosis, ability to plan a clinical evaluation and arrive at a reasonable plan for management and ability to relate to patients and colleagues. Weight: 4. *Gafford and staff*

**MED-290 (C). Metabolism and Endocrinology.** (1) Course Goals: Primary—The student will have an in-depth experience in the evaluation and management of patients with endocrine disorders. Secondary—The student will learn basic principles of hormone physiology and apply these concepts in clinical settings. (2) How Goals Will Be Achieved: Each student will be introduced to patient problems by working with a faculty preceptor (Drs. Burch, Dunn, Ellis, Feinglos, Johnson, McNeill, or McPherson). Prior arrangements may be made with a particular faculty member under the appropriate course number. Students will be exposed to clinical endocrine disorders by seeing patients in four endocrine outpatient clinics (Bone and Mineral, Diabetes, General Endocrine, and VA General Endocrine Clinic) as well as dividing their inpatient experience between the Diabetes Management/Lipid Consult Service and General Endocrine Consult Service. The student will have the opportunity to review general literature on common endocrinologic conditions and endocrinologic emergencies as well as learning basic assessment skills of the patient with diabetes, thyroid disease, and other common endocrinologic presentations. Division conferences include Grand

Rounds, Research Seminar, Inpatient Attending Rounds, and Consult Rounds with opportunities to integrate basic concepts with clinical applications. (3) Methods of Evaluation: A written critique will be provided by the student's preceptor with comments from other members of the division as appropriate. Weight: 4. *McNeill and endocrinology staff*

**MED-293 (C). Diabetes Mellitus Subinternship (Asheville VA).** (1) Course Goals: Primary—To provide the student with an in-depth experience in the management of patients with diabetes mellitus and its complications. Secondary—To teach the student the physiology of insulin and counter-regulatory hormones and intermediate carbohydrate metabolism; to provide the student with an understanding of the pathophysiology of diabetes mellitus and its complications. (2) How Goals Will Be Achieved: The student will work up and write the orders on the patients with diabetes admitted to the Endocrine Section at AVAMC. The student will also participate in the Diabetes Clinic held four times weekly at the outpatient department at the AVAMC. Daily rounds and outpatient work will be supervised by the Staff Endocrine Section. In addition, the student will participate in the care of diabetic retinopathy at the General Ophthalmology and Retinal Clinics, supervised by Ophthalmology staff (examination, laser beam therapy, etc.). The student will participate in the diabetic training program, the Endocrine Conference, Journal Club, and Foot Clinic. (3) Method of Evaluation: Endocrinology Staff will evaluate the student with standard Duke Department of Medicine student evaluation forms. Weight: 4 *Gomez-Uria and Katz*

**MED-300 (C). Nephrology.** (1) Course Goals: Primary—To provide clinical experience in the diagnosis, assessment and treatment of renal diseases and hypertension. Secondary—To integrate renal physiology, immunology, pathology, and biochemistry into the clinical assessment of renal diseases. (2) How Goals Will Be Achieved: Students participate fully in both inpatient and outpatient assessment of patients presenting with fluid and electrolyte disorders, problem hypertension, acute renal failure, end-stage renal disease, and related complications. The student rounds daily with a renal fellow or senior resident, attends regular faculty teaching rounds and scheduled conferences devoted to correlations with basic science review of renal biopsy material, transplantation, etc. Special emphasis is placed on renal physiology and pathophysiology, renal histopathology, and hypertension. Students may elect to participate at the VA Hospital or on the private or nonprivate services at Duke. (3) Methods of Evaluation: Written comments from the faculty. Weight: 4. *Dennis and nephrology staff*

**MED-301 (C). Fluids And Electrolytes.** (1) Course Goals: Primary—To provide an applied approach to the management of fluid and electrolyte problems encountered in clinical medicine. To do this, cases are presented as problem-solving examples. The goal is to develop a systematic approach to the analysis of specific electrolyte derangements and to the correct selection of appropriate intravenous replacement therapy. These case studies are interwoven with a series of lectures designed to review specific areas such as compartmentalization of body fluids, derangements in acid-base balance, diuretic selection and use, analysis and approach to the treatment of potassium problems, etc. Secondary—To integrate basic renal physiology with clinical problems of fluid and electrolytes metabolism. (2) How Goals Will Be Achieved: Classroom experience. Does not involve patient exposure. (3) Methods of Evaluation: Final exam. Weight: 2. *Dennis*

**MED-307 (C). Neurology Clerkship.** This course is restricted to those students who did not take the Neurology rotation in their second year. It provides the student with a firm understanding of the neurological examination, formulation of clinical neurological problems, and practice with written and oral communications in a hospital setting. The student has the opportunity to apply the neuroanatomy, neurophysiology, neurochemistry, and neuropathology learned in the first year to the evaluation and care of his or her patients. Each student is assigned two patients in the first week and three



patients in the last three weeks. The patients are drawn from the neurology services at Duke Hospital or the Durham VA Medical Center. The students elicit a history and perform a physical examination under the supervision of neurology faculty. The student records the findings in the hospital charts and presents the findings at regular staff rounds. The student then participates with a clinical team of faculty and house officers in the hospital evaluation of the patients. The student is encouraged to participate in all diagnostic procedures such as lumbar puncture. The student has the opportunity to follow patients through neuro-radiological and neuro-surgical procedures forming part of evaluation and treatment. The specific expectations for the student are: (a) to perform and record a competent neurological and history examination on each admitted patient; (b) to be competent in the hospital management of neurological patients including diagnostic evaluations such as hematological and urine evaluations, lumbar puncture and appropriate electrical studies; (c) to assume responsibility as the primary care person for his or her patients, to include daily progress notes on hospital charts, and to be familiar with the results of all therapeutic interventions and diagnostic tests performed on his patients; (d) to participate in daily work rounds with an assigned team of house officers and faculty; (e) to be sufficiently knowledgeable to participate in patient care decisions; (f) to attend faculty attending rounds and to present his patients to faculty within twenty-four hours after admission; and (g) to participate in neurology service rounds and conferences during the course. The course includes faculty lectures. A written evaluation is provided to the students by faculty and house staff. There is no examination. Weight: 4. *Davis and neurology staff*

**MED-310 (C). Neurology Subinternship.** (1) Course Goals: Primary—To provide a neurological patient care experience at the intern level. Students will have the opportunity to apply neurological examination skills learned in the second year to direct patient care situations. Students will be exposed to a variety of neurological problems, procedures, and therapies. This course is recommended for the student interested in neurology, psychiatry, internal medicine, neurosurgery, neuropathology or ophthalmology or those students wishing to supplement experience in Med 207 (Neurology Clerkship) or Med 211C (Internal Medicine Subinternship). Students may combine Med 211C with this course to provide advanced clinical training in internal medicine with an emphasis on neurology. (2) How Goals Will Be Achieved: Students are assigned to the Duke or Durham VA Hospitals' neurology ward and take call in rotation with a medical intern as part of a patient care team. Students attend Neurology-Neurosurgery Grand Rounds, Medicine Grand Rounds, Neuropathology Conferences and participate in all VA ward activities. Full time participation is expected. (3) Methods of Evaluation: Resident and staff physician provide a written evaluation and grade. Weight: 5. *Davis and neurology staff*

**MED-320 (C). Rheumatic And Immunological Diseases.** (1) Course Goals: Primary—To provide the student with experience in the recognition and care of patients with rheumatic, inflammatory disease, immunological disease with particular attention to the various forms of arthritis, connective tissue disease, vasculitis and metabolic arthropathies. Secondary—To have the student achieve exposure to interpretation of the specialized laboratory and clinical techniques relating to evaluation of patients with rheumatic, immunological, and metabolic disorders. Joint aspiration and injection, synovial fluid analysis, bone and joint radiology, histopathological analysis of tissue biopsy and interpretation of related serological testing will also be studied. (2) How Goals Will Be Achieved: Students will evaluate patients at the Duke and Durham VA Hospitals. Daily rounds will be held with faculty and house officers with emphasis on presentation of patients with and detailed review of associated laboratory, x-ray and pathological findings. Basic Science Conference, Bone and Joint Radiology Conferences, Pathology Conference and Rheumatology/Immunology Grand Rounds are held at regular weekly intervals. A comprehensive approach to the evaluation and treatment of



patients with rheumatic, inflammatory, immune and metabolic disorders is emphasized. Patients are assigned primary house officer level responsibilities on the Consultation Service at the Duke or Durham VA Hospitals. In addition to consult and inpatient responsibilities, students will be assigned to ambulatory care clinics at both hospitals and participate in all scheduled functions of the Division. (3) Methods of Evaluation: Student evaluations are based on patient presentations, participation and discussions on rounds and in conferences, and their functions in the outpatient clinics. This is a sole-enrollment course and, as such, cannot be taken in conjunction with any other course. Weight: 4. *Haynes and rheumatology/immunology staff*

**MED-321 (C). Rheumatology.** (1) Course Goals: An introductory course in Clinical Rheumatology designed to introduce students to the basics of differential diagnosis in the field of rheumatic disease; to provide more detailed knowledge of the most common, major groups of rheumatic disorders. (2) How Goals Will Be Achieved: The use of patients and patient presentations coordinated with didactic lectures will be the primary mode of teaching. Faculty members will introduce patients with typical problems relating to the disease to be discussed. Subsequent material on basic pathophysiology, clinical features, laboratory and x-ray findings, and pathology materials will be presented and discussed in relation to the patient at the time of presentation. Whenever possible, students will be encouraged to interact directly with the patient at hand. (3) Methods of Evaluation: Written Examination. Weight: 1. *Rice and rheumatology faculty members*

**MED-400 (C). Geriatric Medicine.** (1) Course Goals: Primary—To enable the student to become familiar with the principles of caring for the geriatric patient. Secondary — To familiarize the student with the physiology and diseases of aging. (2) How Goals Will Be Achieved: This elective is offered by the interdepartmental faculty of the Division of Geriatric Medicine. The student will work with faculty, fellows, and housestaff in a number of settings involved in the care of the geriatric patient. These will include the Geriatric Evaluation and Treatment Clinic (Duke), Geriatric Evaluation Unit and Clinic (VA), Geriatric Consultation Services (VA, Duke), extended care and rehabilitation center (VA) and other nursing home facilities, interactions with community services, home assessment and other. Principles to be stressed will be biology and pathophysiology of aging, multiple clinical problems in the elderly, interdisciplinary team approach to evaluation, planning and treatment, goals of maximal functional achievement and independence for the elderly. The student will participate actively in the workup and management of patients in inpatient extended care and outpatient settings as well as become more familiar with the problems of the elderly in the community. Familiarity with the growing literature in geriatric medicine will be encouraged and the student will participate in seminars, lectures and team meetings at the appropriate sites including the Duke Center for the Study of Aging. (3) Methods of Evaluation: Evaluation will be by consensus of instructors and fellows at the various training sites. It will be based on discussions and presentations throughout the course period. Prerequisites: approval of course director. Weight: 4. *Cohen and staff*

## Microbiology and Immunology

James B. Duke Professor Wolfgang K. Joklik, D. Phil. (Oxford, 1952), *Chairman*.  
James B. Duke Professor D. Bernard Amos, M.D. (Guy's Hospital, London 1963).  
Professors: Robert C. Bast, Jr., M.D. (Harvard, 1971); Deepak Bastia, Ph.D. (Chicago, 1971); Dani P. Bolognesi, Ph.D. (Duke, 1967); Rebecca H. Buckley, M.D. (North Carolina at Chapel Hill, 1958); Peter Cresswell, Ph.D. (London, 1971); Jeffrey Dawson, Ph.D. (Case Western Reserve, 1969); David T. Durack, D.Phil. (Oxford, 1973); Barton F. Haynes, M.D. (Baylor, 1973); Jack D. Keene, Ph.D. (Washington, 1974); David R. McClay, Jr., Ph.D. (North Carolina at Chapel Hill, 1971); Richard S. Metzgar, Ph.D. (Buffalo, 1959); Joseph R. Nevins, Ph.D. (Duke, 1976); Wendell F. Rosse, M.D. (Chicago, 1958); Alfred P. Sanfilippo, Ph.D. (Duke, 1975), M.D. (Duke, 1976); Hillard F. Seigler, M.D. (North Carolina at Chapel Hill, 1960); Ralph Snyderman, M.D. (State Univ. of New York, 1965); Frances E. Ward, Ph.D. (Brown, 1965); Robert

W. Wheat, Ph.D. (Washington Univ., 1955); Catherine M. Wilfert, M.D. (Harvard, 1962); Hilda P. Willett, Ph.D. (Duke, 1949).

Adjunct Professors: James J. Burchall, Ph.D. (Illinois, 1963); David W. Scott, Ph.D. (Yale, 1969); Norman F. Weatherly, Ph.D. (Kansas, 1962).

Emeritus: Eugene D. Day, Ph.D. (Delaware, 1952); Suydam Osterhout, M.D. (Duke, 1949), Ph.D. (Rockefeller Inst., 1959).

Associate Professors: Dolph O. Adams, M.D. (Med. Coll. of Georgia, 1965); Ralph Randall Bollinger, M.D. (Tulane, 1970); Ronald B. Corley, Ph.D. (Duke, 1975); Bryan R. Cullen, Ph.D. (New Jersey, 1984); Sharyn A. Endow, Ph.D. (Yale, 1975); Warner C. Greene, M.D., Ph.D. (Washington Univ., 1977); John D. Hamilton, M.D. (Colorado, 1964); Gale B. Hill, Ph.D. (Duke, 1966); Dolph Klein, Ph.D. (Rutgers, 1961); Michael S. Krangel, Ph.D. (Harvard, 1982); Elwood A. Linney, Ph.D. (California at San Diego, 1973); Thomas G. Mitchell, Ph.D. (Tulane, 1971); Harvey J. Sage, Ph.D. (Yale, 1958); Judith L. Swain, M.D. (California at San Diego, 1974); Stephen W. White, D. Phil. (Oxford, 1978); Peter Zwadyk, Jr., Ph.D. (Iowa, 1971).

Visiting Associate Professor: Makoto Taketo, M.D., Ph.D. (Kyoto Univ., Japan, 1973).

Associate Medical Research Professors: Andrew E. Balber, Ph.D. (Rockefeller, 1971); Vickers Burdett, Ph.D. (Georgetown, 1973); Lizzie J. Harrell, Ph.D. (North Carolina State, 1978); Sara E. Miller, Ph.D. (Georgia, 1972); Kay H. Singer, Ph.D. (Duke, 1977).

Adjunct Associate Professors: Jeffrey J. Collins, Ph.D. (Harvard, 1972); Lorraine Flaherty, Ph.D. (Cornell, 1973); Hillel S. Koren, Ph.D. (Harvard, 1972).

Assistant Professors: Yair Argon, Ph.D. (Harvard, 1979); Charles E. Buckley III, M.D. (Duke, 1954); Carolyn Doyle, Ph.D. (State University of New York at Stony Brook, 1985); Olivera J. Finn, Ph.D. (Stanford, 1980); Harry A. Gallis, M.D. (Duke, 1967); Mariano A. Garcia-Blanco, M.D., Ph.D. (Yale, 1984); Donald L. Granger, M.D. (Utah, 1972); Russell P. Hall, M.D. (Missouri, 1975); Jonathan M. Horowitz, Ph.D. (Wisconsin, 1985); Kenneth N. Kreuzer, Ph.D. (Chicago, 1978); Mary Louise Markert, M.D. (Duke, 1982), Ph.D. (Duke, 1981); Michael C. Ostrowski, Ph.D. (South Carolina, 1979); David J. Pickup, Ph.D. (National Institute of Medical Research, London, 1979); David S. Pisetsky, Ph.D. (Albert Einstein, 1972), M.D. (Albert Einstein, 1973); Michael F. Seldin, M.D. (Baylor, 1981), Ph.D. (Baylor, 1979).

Assistant Medical Research Professors: Michael A. Hollingsworth, Ph.D. (Wake Forest, 1982); Donna D. Kostyu, Ph.D. (Duke, 1979).

Adjunct Assistant Professors: Lynn P. Elwell, Ph.D. (Oregon, 1974); Susan F. Radka, Ph.D. (Pittsburgh, 1977).

Medical Research Associate: Michael R. Roner, Ph.D. (Miami, 1986).

Research Associates: J. Antczak, Ph.D.; W. Balkan, Ph.D.; S. Batra, Ph.D.; R. Bentley, M.D.; J. Burkhardt, Ph.D.; S. Chellappan, Ph.D.; R. Cicarelli, Ph.D.; E. Click, Ph.D.; A. Colosia, Ph.D.; J. Conger, Ph.D.; J. Davis, Ph.D.; S. Devoto, Ph.D.; J. Dul, Ph.D.; M. Emara, Ph.D.; D. Harper, Ph.D.; M. Hatsumi, Ph.D.; S. Hiebert, Ph.D.; D. Hoffman, Ph.D.; A. Huff, Ph.D.; A. Kelekar, Ph.D.; D. Komma, Ph.D.; B. Kroger, Ph.D.; C. Lapham, Ph.D.; K. Mann, Ph.D., M.D.; G. McLean, Ph.D.; P. Mehta, Ph.D.; J. Messina, Ph.D.; M. Mudryj, Ph.D.; S. Neece, Ph.D.; W-N. Qi, Ph.D.; M.A. Reddy, Ph.D.; P. Roche, Ph.D.; J. Romac, Ph.D.; R. Rooney, Ph.D.; M. Saitta, M.D.; P. Schnitzler, Ph.D.; R. Selvan, Ph.D.; N. Sethuraman, Ph.D.; M. Starnes, Ph.D.; W. Storkus, Ph.D.; M. Ulivi, Ph.D.; N. Wang, Ph.D.; B. Wen, Ph.D.; A. Worlock, Ph.D.; E. Weiss, Ph.D.; P. Xu, Ph.D.

## Required Courses

**MIC-200.** The core course in microbiology for medical students is given during the second semester of the first year. An intensive study is made of the common bacteria, viruses, fungi, and parasites that cause disease in man. The didactic portion of the course focuses on the nature and biological properties of micro-organisms causing disease, the manner of their multiplication, and their interaction with the entire host as well as specific organs and cells. The role of the immune system and of specific antimicrobial therapy on the host-parasite relationship are included.

The laboratory portion of the course is designed to acquaint students with the methods and procedures employed in clinical microbiology laboratories, to provide the basis for an understanding of cell-virus interactions, and to demonstrate the nature of the more common pathogenic fungi and parasites. Clinical case histories are presented by the clinical staff to correlate this course with patient care.

**MIC-201.** A short core course in immunology for first-year medical students. The course includes a general introduction to special areas of immunology such as immunochemistry, immunohematology, and immunogenetics including transplantation and tumor immunology. The initial lectures describe the properties of antibodies, the characteristics of antigens, classes of reactive lymphocytes and accessory cells, the



biology of substances released from lymphocytes (lymphokines) and the complement system. The course is enriched with clinical presentations and by discussion groups.

### **Electives**

**MIC-246(B). Seminar on Parasitic Diseases.** Topics in the physiology and immunology of major human and animal parasites with an emphasis on protozoa and schistosomes. Extensive reading in and discussion of current literature. Basic parasitology developed in introductory readings and lectures. Weight: 3. *Balber*

**MIC-252(B). General Virology and Viral Oncology.** The first half of the course will be devoted to a discussion of the structure and replication of mammalian and bacterial viruses. The second half deals specifically with tumor viruses which are discussed in terms of the virus-cell interaction, the relationship of virus infection to neoplasia, and the application of retroviruses in molecular and developmental biology. Permission of the instructors is required. Weight: 4. *Keene, Joklik, Bastia, Kreuzer, Ostrowski, Linney, Nevins and Pickup*

**MIC-259(B). Molecular Biology I. Proteins and Enzymes.** Detailed concepts of the structure and function of proteins as enzymes and as structural elements of cellular substructures including: protein primary structure and its determination, patterns of protein folding, mechanisms of enzyme catalysis and regulation, function and formation of multimeric protein assemblies, proteins and other constituents of biological membranes. Weight: 3. *Richardson and staff*

**MIC-268(B). Molecular Biology II. Nucleic Acids.** Consideration of structure and metabolism of nucleic acids in the context of their biological function in information transfer. Emphasis will be on the current research literature. Weight: 3. *Bastia, Been, Greenleaf, Hsieh, Johnston, Modrich, and Steege*

**MIC-269(B). Advanced Cell Biology.** An advanced course in cell biology with emphasis on current research literature and featuring in-depth discussion of selected areas by staff engaged in research in these areas. The course covers membrane structure and physiology, the cytoskeleton, cell motility systems, chromosome mechanics, chromosome structure and function, and eukaryotic gene structure, control, and replication. Weight: 3. *Nicklas and Staff*

**MIC-291(B). Comprehensive Immunology.** An intensive course in the biology of the immune system and the structure and function of its component parts. Major topics discussed are: properties of antigens; specificity of antibody molecules and their biologic functions; cells and organs of the lymphoid system; structure and function of complement; inflammation and non-specific effector mechanisms; cellular interactions and soluble mediators in lymphocyte activation, replication, and differentiation; regulation of immune responses, neoplasia and the immune system; molecular structure and genetic organization of immunoglobulins, histocompatibility antigens, and T cell receptor. Weight: 4. *Argon and staff*

**MIC-301(B). Principles of Infectious Diseases.** A seminar course to familiarize students with the basic biologic concepts, the pathogenesis and the clinical manifestations of infectious diseases caused by bacteria, viruses, fungi, rickettsia. The host defenses to infectious agents including the acute inflammatory response, humoral and cellular immunity, and current and future trends in the development of vaccines and antimicrobial and antiviral agents will also be discussed. Weight: 3. *Wilfert, Gutman, McKinney and staff*

**MIC-304(B). Molecular Membrane Biology.** Advanced seminar course on various cellular membranes; emphasis on cell biology of the immune system. Discussion topics include: biosynthesis of membrane proteins, intracellular transport vesicles, en-



docytosis, signal transduction across the plasma membrane, intracellular organelles and protein sorting, cell interactions in differentiation. Prerequisite: permission of instructor. Weight: 2. **Argon and Cresswell**

**MIC-308(B). Clinical Microbiology-Immunology.** A bench-training course in methods used in clinical microbiology stressing isolation and characterization of clinically significant microorganisms. Course conducted in the VA hospital microbiology laboratory. Prerequisites: Permission of instructor. Weight: 8. *Zwadyk*

**MIC-310(B). Molecular Development.** Selected topics of current research using molecular and genetic approaches to study development and developmental gene regulation in eukaryotes. Lectures and student presentations of research with various developmental systems (e.g. *C. elegans*, *Drosophila*, mouse teratocarcinoma cells, mouse embryos) will be included. Weight: 2. *Linney and staff*

**MIC-325(B). Medical Mycology.** Comprehensive lecture and laboratory coverage of the fungi that are pathogenic for humans. The epidemiology, clinical manifestations, diagnosis, host responses, and treatment of each mycotic disease will be explored along with the biology, ecology, immunology, and mechanisms of pathogenicity of the fungal agents. Both practical aspects and future trends in clinical mycology as well as the dynamics of host-fungal interactions will be covered. Several invited lecturers, each an internationally recognized scientist, will discuss his or her particular area of mycological expertise and current research. Weight: 4. *Mitchell*

**MIC-330(B). Medical Immunology.** A brief review of basic concepts of immunology is followed by in-depth discussions of the role of immune mechanisms in the pathogenesis and treatment of human diseases. Principle emphasis is placed on immune deficiency diseases, hypersensitivity, alloimmunity, transplantation, infectious diseases, autoimmunity, tumor immunology, and immuno-hematology. When applicable the classes include patient presentations and laboratory demonstrations.

**MIC-336(B). Contemporary Topics in Immunogenetics.** Selected themes in immunogenetics with special emphasis on molecular approaches. The major areas discussed are: the nature, interaction, and expression of immunoglobulin genes and T cell receptor genes, the genes of the major histocompatibility complex, and the genes of the T/t complex. The central ideas discussed include the manner in which cells recognize and interact with each other in phylogeny, ontogeny, and in differentiation, how gene families evolve and interact, and how information about these complex genetic systems is used in basic research and in clinical medicine. Prerequisites: MIC 291B. Weight: 2. *Amos and Ward*

**MIC-399(B). Preceptorship in Microbiology and Immunology.** An individual reading and/or laboratory course in specialty areas supervised by an individual faculty member. Acceptance, nature of topic, and amount of credit by individual arrangement with proposed faculty member. Prerequisites: to be determined by instructor. Weight: 1-18. *Staff*

## Neurobiology

Professor: Dale Purves, M.D. (Harvard, 1964), *Chairman*.

Professors: Mohammed Abou-Donia, Ph.D. (California at Berkeley, 1967); James N. Davis, M.D. (Cornell, 1965); Irving T. Diamond, Ph.D. (Chicago, 1953); Warren G. Hall, Ph.D. (Johns Hopkins, 1975); William C. Hall (Duke, 1967); David R. McClay, Ph.D. (North Carolina at Chapel Hill, 1971); James O. McNamara, M.D. (Michigan, 1968); John W. Moore, Ph.D. (Virginia, 1945); J. David Robertson, M.D. (Harvard, 1945), Ph.D. (Massachusetts Instit. of Tech., 1952); Allen D. Roses, M.D. (Pennsylvania, 1967); Sidney A. Simon, Ph.D. (Northwestern, 1973); George G. Somjen, M.D. (Amsterdam, 1956); John Staddon, Ph.D. (Harvard, 1964).

Associate Professors: Peter B. Bennett, Ph.D. (Southampton, England, 1964); Nell B. Cant, Ph.D. (Michigan, 1973); John H. Casseday, Ph.D. (Indiana, 1970); Joseph M. Corless, M.D. (Duke, 1972), Ph.D.

(Duke, 1971); Robert P. Erickson, Ph.D. (Brown, 1958); David Fitzpatrick, Ph.D. (Duke, 1982); Lawrence C. Katz, Ph.D. (California Instit. of Tech., 1984); William D. Matthew, Ph.D. (California at San Francisco, 1981); J. Victor Nadler, Ph.D. (Yale, 1971); Donald Schmechel, M.D. (Harvard, 1974); J. H. Pate Skene, Ph.D. (Washington Univ., 1980); E. Lee Tyrey, Ph.D. (Illinois, 1969); Myron L. Wolbarsht, Ph.D. (Johns Hopkins, 1958); Fulton Wong, Ph.D. (Rockefeller, 1977).

Assistant Professors: Robert R. H. Anholt, Ph.D. (California at San Diego, 1982); Barbara J. Crain, M.D. (Duke 1979), Ph.D. (Duke, 1978); Darrell V. Lewis, M.D. (Minnesota, 1969); Stephen Nowicki, Ph.D. (Cornell, 1984).

Associate Medical Research Professor: Michael L. Hines, Ph.D. (Chicago, 1975).

Assistant Medical Research Professors: Peter G. Aitken, Ph.D. (Connecticut, 1978); Gillian Einstein, Ph.D. (Pennsylvania, 1984); Roger D. Madison, Ph.D. (Duke, 1981).

Adjunct Assistant Professor: Robert T. Freneau, Jr., Ph.D. (George Washington, 1985).

Professor Emeritus: John W. Everett, Ph.D. (Yale, 1932).

## Required Course

**NBI-202. Basic Neurobiology.** An integrated interdepartmental course designed for first year medical students and other professional and graduate students who need a systematic introduction to the structure and function of the mammalian nervous system. Lectures, laboratory demonstrations, clinical conferences and problem conferences during the month of January. Weight: 4. *Purves and staff*

## Electives

**NBI-208(B). Cellular Neurobiology.** Basic principles of the actions of nerves, synapses and the channels responsible for their behavior. The course uses physiochemical principles to provide a comprehensive understanding of action potentials as well as channel gating, kinetics and selectivity. Physical chemistry is recommended. Weight: 3. *Simon and Wong*

**NBI-209(B). Systems Neurobiology.** Structure and function of the mammalian sensory and motor systems, emphasizing the integrative functions of the cerebral cortex and limbic system. Prerequisite: consent of instructors. Weight: 3. *Cant and Fitzpatrick*

**NBI-211(B). Principles of Neural Development.** The development of the nervous system, covering both the history and present status of the major issues in this field. Weight: 3. *Purves*

**NBI-212(B). Molecular Neurobiology.** Lectures, seminars, and discussion sessions focus on the macromolecules responsible for the specialized functions of neurons and glia. Topics stress the biochemical, molecular, cellular and genetic processes involved in the development and function of the mammalian nervous system. Introductory biochemistry is recommended. Prerequisite: consent of instructor. Weight: 3. *Matthew and Skene*

**NBI-225(B). Neurobiology of Sensory Systems.** An interdisciplinary course dealing with principles involved in the structure, biochemistry, and electrophysiology of sensory systems. The major focus is on the visual system with lesser emphasis on auditory, gustatory, olfactory, and somatic-sensory systems. Systems will be examined from the receptor to the cortical levels. Weight: 3. *Simon, Corless, and guest lecturers*

**NBI-266(B). Comparative Neurobiology.** The evolution and functional organization of the vertebrate brain. A study of the original papers of the great pioneers in evolution, neuropsychology, and neuroanatomy. Weight: 3. *Diamond*

## Obstetrics and Gynecology

Professor: Charles B. Hammond, M.D., E. C. Hamblen Chair of Reproductive Biology and Family Planning, (Duke, 1961), *Chairman*.

Professors: W. Allen Addison, M.D. (Duke, 1960); Arthur C. Christakos, M.D. (Med. Coll. of South Carolina, 1955); Daniel L. Clarke-Pearson, M.D. (Case Western Reserve, 1975); Arthur F. Haney, M.D. (Arizona, 1972); Allen P. Killam, M.D. (Texas, 1960); Warren E. Patow, M.D. (Marquette, 1947); Charles



H. Peete, Jr., M.D. (Harvard, 1947); David W. Schomberg, Ph.D. (Purdue, 1965); E. Lee Tyrey, Ph.D. (Illinois, 1969).

Adjunct Professor: William T. Creasman, M.D. (Baylor, 1966).

Associate Professors: Nels C. Anderson, Ph.D. (Purdue, 1964); Gale B. Hill, Ph.D. (Duke, 1966); Lloyd F. Redick, M.D. (Ohio, 1958); Patricia M. Saling, Ph.D. (Pennsylvania, 1979); John T. Soper, M.D. (Iowa, 1978).

Associate Clinical Professors: Arnold S. Grandis, M.D., Ph.D. (Duke, 1974); Donald T. Moore, M.D. (Meharry, 1958); John F. Steege, M.D. (Yale, 1972).

Assistant Professors: Kevin E. Bachus, M.D. (Colorado, 1984); Andrew Berchuck, M.D. (Case Western Reserve, 1980); James D. Bowie, M.D. (Oklahoma, 1967); Grace M. Couchman, M.D. (Colorado, 1985); Kenneth A. Faber, M.D. (Michigan, 1985); Marvin L. Hage, M.D. (Michigan, 1967); Claude L. Hughes, M.D., Ph.D. (Duke, 1980); Helen Kay, M.D. (Yale, 1979); Charles H. Livengood III, M.D. (Duke, 1976); Elizabeth G. Livingston, M.D. (Duke, 1984); George J. Olt, M.D. (Cincinnati, 1984); Joanne T. Piscitelli, M.D. (Duke, 1980); Gustavo C. Rodriguez, M.D. (Illinois, 1985); Minna R. Selub, M.D. (Mount Sinai, 1984); Anna L. Stout, Ph.D. (South Carolina, 1980); M. Chrystie Timmons, M.D. (North Carolina at Chapel Hill, 1975); Rita Villeisis, M.D. (Northwestern, 1975); David K. Walmer, M.D., Ph.D. (North Carolina at Chapel Hill, 1983); J. Brice Weinberg, M.D. (Arkansas, 1969).

Assistant Clinical Professors: Nancy L. Bossert, Ph.D. (Northwestern, 1987); Richard C. Dwane, M.D. (Georgetown, 1962); Joseph T. Lanman, Ph.D. (Indiana, 1977); Avick G. Mitra, M.D. (Emory, 1984); Deborah Webster-Clair, M.D. (Tufts, 1981).

Assistant Consulting Professors: James L. Allen, M.D. (Emory, 1965); Paul S. Andrews, M.D. (North Carolina at Chapel Hill, 1981); Arnold B. Barefoot, M.D. (North Carolina at Chapel Hill, 1982); Rudy W. Barker, M.D. (North Carolina at Chapel Hill, 1967); Mary K. Beckwith, M.D. (Iowa, 1982); Walker H. Campbell, M.D. (Med. Coll. of Virginia, 1963); Karen H. Clark, M.D. (Alabama, 1982); Vivian E. Clark, M.D. (Boston Univ., 1981); David B. Crosland, M.D. (North Carolina at Chapel Hill, 1958); Yancey G. Culton, Jr., M.D. (Duke, 1956); Jerry L. Danford, M.D. (Duke, 1967); Crowell T. Daniel, Jr., M.D. (Med. Coll. of Virginia, 1948); James R. Dingfelder, M.D. (Jefferson, 1965); Michael D. Fried, M.D. (New York, 1971); Carl A. Furr, Jr., M.D. (North Carolina at Chapel Hill, 1958); Francis S. Gardner, Jr., M.D. (Maryland, 1951); Michael D. Gooden, M.D. (North Carolina at Chapel Hill, 1973); Ronald E. Granger, M.D. (California at Irvine, 1977); William B. Gunter, Jr., M.D. (Emory, 1982); William D. Haithcock, M.D. (Med. Univ. of South Carolina, 1973); Joe W. Hardison M.D. (North Carolina at Chapel Hill, 1965); Perry M. Harmon, M.D. (North Carolina at Chapel Hill, 1974); Charles O. Harris, M.D. (Duke, 1979); Bennet A. Hayes, M.D. (North Carolina at Chapel Hill, 1957); Melvin L. Henderson, M.D. (Duke, 1978); Wanda L. Jenkins, M.D. (Cincinnati, 1979); Clayton J. Jones, M.D. (Tennessee, 1952); Johnnie E. Jones, M.D. (Meharry, 1976); Glenward T. Keeney, M.D. (Med. Coll. of Virginia, 1967); William R. Lambeth, M.D. (Bowman Gray, 1974); John W. Lane, M.D. (Duke, 1972); Richard E. Lassiter, M.D. (North Carolina at Chapel Hill, 1965); Stephen C. Lies, M.D. (Duke, 1976); Frank E. Long, M.D. (Maryland, 1975); Jack P. McDaniel, M.D. (North Carolina at Chapel Hill, 1956); Dudley C. Miller, M.D. (Missouri, 1959); James P. Moon, M.D. (South Dakota, 1979); William A. Nebel, M.D., (North Carolina at Chapel Hill, 1962); Talbot F. Parker, Jr., M.D. (Jefferson, 1951); Phillip H. Pearce, M.D. (Duke, 1960); Marla M. Presta, M.D. (Chicago, 1982); Steven M. Scott, M.D. (Indiana, 1974); E. Frank Shavender, M.D. (North Carolina at Chapel Hill, 1968); W. Siegfried Smith, Jr., M.D. (Duke, 1961); Thomas A. Stokes, M.D. (Duke, 1955); Allen H. Van Dyke, Jr., M.D. (Bowman Gray, 1971); Paul A. Vieta, M.D. (New Jersey, 1966); Bertram E. Walls, M.D. (Duke, 1972); Robert K. Yowell, M.D. (Duke, 1961).

Research Associate: Deborah Burke, Ph.D. (Vanderbilt, 1990).

Assistant Medical Research Professor: Christopher P. Carron, Ph.D. (Iowa, 1982).

Associates: Mark C. Bidwell, M.D. (Wright State, 1984); Matthew P. Boente, M.D. (Rush, 1986); Mark D. Hennessy, M.D. (Illinois, 1986); M. Cathleen McCoy, M.D. (Ohio State, 1986); Sharon L. Rupp, B.S., A.A.S.

Clinical Associates: Elizabeth J. Burkett, B.S.N., M.S.N.; Ruth Cole, M.N., C.N.M.; (Emory, 1984); Nancy Crow, M.S.

Consulting Associates: Avis A. Artis, M.D. (Duke, 1984); Pat C. Bryan, M.D. (North Carolina at Chapel Hill, 1983); Cathryn L. Crosland, M.D. (Kentucky, 1983); Daniel L. Gottsegen, M.D. (Tufts, 1969); Russel F. Palmeri, M.D. (Georgetown, 1980); Kathy A. Santoriello, M.D. (Duke, 1984); Ira Q. Smith, M.D. (Bowman Gray, 1979).

## Required Course

In Introduction to Clinical Medicine the first-year student receives instruction in the fundamentals of obstetric and gynecologic history and pelvic examinations.

**OBG-205 (C).** Required of all second-year students—consists of eight weeks in general obstetrics and gynecology. Students attend lectures, work daily in the general and special outpatient clinics, and are assigned patients on the obstetric and gynecologic wards. Students share in patient care, teaching exercises, and in daily tutorial sessions with the faculty. Clinical conferences, a gynecologic-pathology conference, endocrine conferences, and correlative seminars and lectures are included.



## Electives

**OBG-210 (C). Gynecologic Cancer.** This course presents a clinical experience in the management of patients with a gynecologic malignancy. The student will assume the role of an extern. Outpatient, inpatient, and operative exposure to these patients will be extensive. Weight: 4 or 8. *Clarke-Pearson, Soper, and Berchuck*

**OBG-213 (C). Preparation For Practice, Cape Fear Valley Hospital, Fayetteville AHEC.** This is a unique opportunity to receive both didactic exposure and clinical experience in obstetrics and gynecology in Cape Fear Valley Hospital, a large community hospital in Fayetteville, North Carolina, where almost 4,000 patients are delivered each year. A student will actively participate in the care of patients in the labor and delivery room, assist at surgery, and render postoperative care. This is a community hospital experience rather heavily weighted in clinical obstetrics. Students will be exposed to a large volume of clinic opportunities. Two senior residents from Duke rotate through Cape Fear Valley Hospital. The students will be directly supervised by Dr. Warren Patow (full-time Duke faculty at Cape Fear), in addition to Duke Ob-Gyn residents. Prerequisites: permission of Dr. Hammond prior to signing for the course. Weight: 4. *Drs. Hammond, Patow, and staff of Cape Fear Valley Hospital*

**OBG-231 (C). Clinical Reproductive Endocrinology.** Course for students who desire additional basic and clinical experience in examination, diagnosis, and treatment of obstetric and gynecologic patients with endocrinopathy and infertility. Course consists of instruction in clinical reproductive problems correlated with examination and treatment of patients both in the Endocrinology Outpatient Clinic and in the hospital. Permission of instructor required. Weight: 4. *Haney, Hughes, Hammond, Walmer, Bachus, and reproductive endocrinology fellows*

**OBG-239 (C). Perinatal Medicine.** A study of the relationship of clinical factors during pregnancy, labor, delivery, and the first month of life. Emphasis will be placed on abnormal conditions of pregnancy as related to the infant, prenatal pathological conditions adversely affecting the fetus and the newborn, and early management of the infant. Current problems in the maternal-fetal relationships will be outlined. The clinical rotation will consist of half-time on the high risk obstetric service and half on the nursery service. Duke North ICN or Duke North Nurseries. (See also PED 239C and PED 225C.) Prerequisites: must contact Dr. Killam prior to registration. Weight: 8. *Killam*

**OBG-243 (C). Human Sexuality.** This is an opportunity for all medical students to become more comfortable with talking about sexual issues. Students will act as discussion group leaders for a Duke undergraduate course in human sexuality. Discussion facilitation rather than didactic teaching is emphasized. Weight: 1. *Steege*

**OBG-245 (C). Office Gynecology.** For students preparing for general practice, medicine, pediatrics, and surgery. Outpatient clinic and emergency room diagnosis and patient care are taught. Weight: 4 or 8. *Christakos and staff*

**OBG-247 (C). Clinical Obstetrics.** For students preparing for general practice of medicine, pediatrics, or obstetrics and gynecology. This course will study the relationship of clinical factors during pregnancy, labor, and delivery. Emphasis will be placed on abnormal conditions of pregnancy as related to the infant. Current problems in the maternal-fetal relationship will be outlined. The student will function on an intern level and take part in activities of the housestaff and faculty. Weight: 5 or 10. *Killam, Grandis, Hage, Kay, Livingston and fellows on obstetrical service*

**OBG-249 (C). Clinical Gynecology.** For students preparing for obstetrics and gynecology, general practice, surgery, and urology. Emphasis is placed on the outpatient assessment of patients with acute and chronic gynecologic disorders including benign neoplasia, loss of pelvic support, menopausal symptomatology, and others. Students

will have the opportunity to work closely with faculty members in the Division of Gynecology. Inpatient care is not required, but participation in the operative care of gynecologic patients can be arranged if desired. Ample time for independent study is planned. It is anticipated that the student will utilize this time reviewing a specific clinical problem with frequent guidance and input from a member of the Gynecology Division with similar interests. Weight: 4 or 8. *Addison, Peete, Livengood, Steege, Piscitelli, Wall, and Timmons*

**OBG-250 (C). Psychosomatic Gynecology.** For students interested in obstetrics and gynecology, family practice, and internal medicine. This course will emphasize clinical experience in the diagnosis and treatment of chronic pain as well as the management of other psychosomatic and psychophysiologic problems in gynecologic practice. Clinical research may be undertaken by arrangement. Prerequisites: Must contact Dr. Steege prior to registration. Weight: 1-2. *Steege and Stout*

**OBG-253 (C). Preparation For Practice, Cabarrus Memorial Hospital, Concord, North Carolina.** This is an opportunity to receive both didactic exposure and clinical exposure in obstetrics and gynecology in the community hospital. The student will be expected to function as an intern. The student will participate actively in the care of the patients in the labor and delivery area, assist at surgery, and render postpartum and postoperative care. This is a community hospital experience rather heavily weighted in clinical obstetrics. The student will be exposed to a large volume of clinical material. The practitioners in the community are all board certified obstetricians and gynecologists and are interested in student teaching. A Duke faculty person will provide additional guidance by visits once per week. This elective can be taken for four weeks for four units or eight weeks for eight units. The students will be housed in quarters available for them. Prerequisites: permission of Dr. Livengood prior to signing for the course. Weight: 4, 6, or 8. *Livengood and staff of the Cabarrus Memorial Hospital*

## Ophthalmology

Professor: Helena Rubinstein Foundation Professor of Ophthalmology Robert Machemer, M.D. (Freiburg, Germany, 1959), *Chairman*.

Professors: W. Banks Anderson, Jr. M.D. (Harvard, 1956); Gary N. Foulks, M.D. (Columbia, 1970); Diane Van Horn Hatchell, Ph.D. (Marquette, 1968); Joseph A. C. Wadsworth Research Professor of Ophthalmology Gordon K. Klintworth, M.D. (Univ. of Witwatersrand, 1957), Ph.D. (Univ. of Witwatersrand, 1966); Brooks W. McCuen II, M.D. (Columbia, 1974); M. Bruce Shields, M.D. (Oklahoma, 1966).

Associate Professors: Edward G. Buckley, M.D. (Duke, 1977); Eugene de Juan, M.D. (Alabama, 1979); Jonathan G. Dutton, M.D. (Washington, 1977); Judy H. Seaber, Ph.D. (Duke, 1985); Fulton Wong, Ph.D. (Rockefeller, 1977).

Assistant Professors: Glenn J. Jaffe, M.D. (California at San Francisco, 1983); Stephen C. Pollock, M.D. (Illinois, 1981); Alan D. Proia, Ph.D. (Rockefeller, 1979), M.D. (Cornell, 1980); James S. Tiedeman, M.D. (Duke, 1977).

Associate Clinical Professor: L. Michael Cobo, M.D. (Harvard, 1975).

Assistant Clinical Professor: Calvin H. Mitchell, M.D. (Duke, 1958).

Associate Consulting Professors: Edward K. Isbey, Jr., M.D. (Michigan, 1955); Lawrence W. Moore, Jr., M.D. (Duke, 1963).

Assistant Consulting Professors: David P. Berry, M.D. (South Carolina, 1975); John E. Bourgeois, M.D. (Virginia, 1979); David J. Browning, M.D. (Duke, 1981) Ph.D. (Duke, 1980); Anne Marie Hanneken, M.D. (Med. Coll. of Wisconsin, 1984); Edward K. Isbey III, M.D. (North Carolina at Chapel Hill, 1981); Walter C. McLean, Jr., M.D. (Virginia 1975); Charles F. Sydnor, M.D. (Virginia, 1969).

Consulting Associates: Thomas L. Beardsley, M.D. (Duke, 1971); Dorothy Bell, M.D. (North Carolina at Chapel Hill, 1980); J. Thomas Foster, M.D. (Duke, 1958); William R. Harris, M.D. (North Carolina at Chapel Hill, 1956); Ann Kathryn Joslyn, M.D. (Duke, 1983); John H. Killian, M.D. (Bowman Gray, 1967); Martin J. Kreshon, M.D. (Marquette, 1954); W. Hampton Lefler, M.D. (Bowman Gray, 1963); Harold E. Shaw, Jr., M.D. (Med. Univ. of South Carolina, 1973).

Emeritus: Joseph A. C. Wadsworth, M.D.



## Electives

**OPH-210 (C). Medical Ophthalmology.** The ophthalmic signs and symptoms of systemic disease are presented in a lecture series. Oriented for those students interested primarily in pediatrics, internal medicine, or ophthalmology. Weight: 1. *Shields, Tiedeman, and Mitchell*

**OPH-212 (C). General Ophthalmology.** A clinical preceptorship in which the student will participate and observe the regular house staff activities, conferences, lectures, patient care, and treatment including surgery. Emphasis on the use of specialized ophthalmic apparatus is emphasized. Prerequisites: OPH 210C recommended, but not required. Weight: 4 or 8. Shields

**OPH-213 (C). Ophthalmic Pathology.** The student will review all ophthalmic pathology specimens submitted and any pertinent permanent specimens. He or she will attend all regular ongoing ophthalmic pathology conferences. Prerequisites: OPH 212C and OPH 210C recommended, but not required. Not available in summer. Weight: 1. Klintworth and Proia

**OPH-214 (C). Investigative Ophthalmology.** The student is assigned a project relating to basic ophthalmologic problems. Technical assistance, sufficient equipment, and laboratory animals are supplied for the completion of the project. The student is expected to attend all scheduled research seminars. Prerequisites: OPH 212C and OPH 210C suggested, but not required. Student must devote at least three months to the elective. Weight: 4 or 8. Klintworth, Hatchell, Wong, and Proia

**OPH-215 (C). Pediatric Ophthalmology.** A clinical preceptorship in which the student will participate in an outpatient pediatric ophthalmology clinic. The student will encounter the more common ocular disorders of childhood including ocular motility disturbances, congenital disorders, and congenital metabolic disorders. The diagnosis and treatment aspects will be emphasized heavily. The course meets on Tuesdays from 9:00 a.m. till 4:00 p.m., or by special arrangement. Additional experiences, which would include surgery and/or pediatric neuro-ophthalmology, can be arranged. Weight: 1 or 2. *Buckley and Seaber*

**OPH-216 (C). Clinical Neuro-Ophthalmology.** An advanced clinical preceptorship that provides students with exposure to a variety of neuro-ophthalmologic problems including diseases affecting the optic nerve and central visual pathways and disorders of eye movement. Emphasis is placed on history taking, acquisition of specialized examination techniques (visual fields, pupils ocular motility and fundus), and the logical analysis of clinical information. The course meets one day per week, either on Tuesday or Thursday, and begins at 8:30 A.M. Prerequisites: OPH 212C. Weight: 1. *Pollock or Buckley*

## Pathology

Professor: John D. Shelburne, M.D., (Duke, 1972), Ph.D. (Duke, 1971), *Chairman Pro Tem*

Professors: Dolph O. Adams, M.D. (Med. Coll. of Georgia, 1965); Ph.D. (North Carolina at Chapel Hill, 1969); Darell D. Bigner, M.D. (Duke, 1965), Ph.D. (Duke, 1971); Sandra H. Bigner, M.D. (Tennessee, 1971); Edward H. Bossen, M.D. (Duke, 1965); William D. Bradford, M.D. (Western Reserve, 1958); Peter C. Burger, M.D. (Northwestern, 1966); Doyle G. Graham, M.D. (Duke, 1966), Ph.D. (Duke, 1971); Raymond E. Ideker, M.D. (Tennessee, 1974), Ph.D. (1972); James B. Duke Professor Robert B. Jennings, M.D. (Northwestern, 1950); William W. Johnston, M.D. (Duke, 1959); Gordon K. Klintworth, M.D. (Univ. of Witwatersrand, 1957), Ph.D. (Univ. of Witwatersrand, South Africa, 1966); John A. Koepke, M.D. (Wisconsin, 1956); George Michalopoulos, M.D. (Athens, 1970), Ph.D. (Wisconsin, 1977); Salvatore Pizzo, M.D. (Duke, 1972), Ph.D. (Duke, 1973); Keith A. Reimer, M.D. (Northwestern, 1972); L. Barth Reller, M.D. (Virginia, 1966); Conrad Richter, V.M.D. (Pennsylvania, 1959); Alfred Sanfilippo, Ph.D. (Duke, 1975), M.D. (Duke, 1976); Kenneth A. Schneider, M.D. (Northwestern, 1959); Joachin R. Sommer, M.D. (Munich, 1951); Benjamin Wittels, M.D. (Minnesota, 1952).

Adjunct Professor: Paul Nettesheim, M.D., D.M.S. (Bonn, West Germany, 1959).



Associate Professors: Michael J. Borowitz, M.D., Ph.D (Duke, 1977); James D. Crapo, M.D. (Rochester, 1971); Kenneth S. McCarty, Jr., M.D. (Duke, 1972), Ph.D. (Duke, 1973); Victor L. Roggli, M.D. (Baylor, 1976); John Toffaletti, Ph.D. (North Carolina at Chapel Hill, 1977); Frances King Widmann, M.D. (Case Western Reserve, 1960); Peter Zwadyk, Jr., Ph.D. (Iowa, 1971).

Clinical Associate Professor: Emily A. G. Reisner, Ph.D. (Case Western, 1969).

Adjunct Associate Professor: James A. Swenberg, D.V.M. (Minnesota, 1966), Ph.D. (Ohio, 1970).

Assistant Professors: Douglas C. Anthony, M.D. (Duke, 1983), Ph.D. (Duke, 1984); Steven J. Bredehoeft, M.D. (Kansas, 1974); Robert H. Christenson, Ph.D. (Florida State, 1980); David L. Cooper, M.D. (Florida, 1984), Ph.D. (Florida, 1978); Barbara J. Crain, M.D., Ph.D. (Duke, 1979); Mark W. Dewhirst, D.V.M. (Colorado State, 1975), Ph.D. (Colorado State, 1979); Henry S. Friedman, M.D. (New York at Syracuse, 1977); Marcia Gottfried, M.D. (Northwestern, 1978); Charles S. Greenburg, M.D. (Hahnemann, 1976); John M. Harrelson, M.D. (Duke, 1965); David Howell, M.D. (Duke, 1984), Ph.D. (Duke, 1982); Christine M. Hulette, M.D. (Louisville, 1983); Peter A. Humphrey, M.D., Ph.D. (Kansas, 1984); Peter D. Issitt, Ph.D. (Columbia Pacific, 1987); Randy H. Jirtle, Ph.D. (Wisconsin, 1976); Richard M. Levenson, M.D. (Michigan, 1979); James G. Lewis, Ph.D. (Duke, 1982); James E. Lowe, M.D. (California at Los Angeles, 1973); Ola Melhus, M.D. (Medizinische Hochschule, 1980); Alan D. Proia, M.D. (Cornell, 1980), Ph.D. (Rockefeller, 1979); L. Darryl Quarles, M.D. (Alabama, 1979); Jonathan I. Scheinman, M.D. (Illinois, 1966); Daniel I. Schenkman, D.V.M. (Purdue, 1979), Ph.D. (Wisconsin, 1986); Clifford S. Schold, M.D. (Arizona, 1973); Charles Steenbergen, M.D. (Pennsylvania, 1978), Ph.D. (Pennsylvania, 1979); J. Allan Tucker, M.D. (Vanderbilt, 1981); Philip J. Walther, M.D. (Duke, 1975), Ph.D. (Duke, 1974); Michael Wilson, M.D. (Colorado, 1984); Michael R. Zalutsky, Ph.D. (Washington Univ., 1974).

Assistant Clinical Professors: John A. Bittikofer, Ph.D. (Purdue, 1971); Jane Gaede, M.D. (Duke, 1966); Robert B. Kinney, M.D. (Duke, 1981); Frank A. Sedor, Ph.D. (Florida, 1971); Robin T. Vollmer, M.D. (Duke, 1967).

Assistant Medical Research Professors: Venkataraman Amarnath, Ph.D. (Carnegie-Mellon, 1973); Gerald E. Archer, Jr., Ph.D. (Cincinnati, 1987); William M. Baldwin III, Ph.D. (Rochester, 1973), M.D. (Rochester, 1975); Jan J. Enghild, Ph.D. (Univ. of Aarhus, Denmark, 1987); Samuel Fan, Ph.D. (Illinois, 1985); Steven S. Geier, Ph.D. (Duke, 1978); Mario Gonzalez-Gronow, D.Sc. (Chile, 1970); Stewart Johnson, Ph.D. (Case Western Reserve, 1983); Madan Mohan Kwatra, Ph.D. (University of Montreal, Canada, 1977); Eileen M. Mikat, Ph.D. (Duke, 1979); Lawrence E. Ostrowski, Ph.D. (Loyola, 1986); Veronica Prpic-Uhing, Ph.D. (Australian National University, 1980); B. K. Ahmed Rasheed, Ph.D. (Indian Instit. of Science, India, 1981); Guy S. Salvesson, Ph.D. (Cambridge Univ., 1980); Ronald J. Uhing, Ph.D. (Iowa State, 1980); Abdolreza Zarnegar, Ph.D. (East Tennessee, 1987).

Associate Medical Research Professor: Carol W. Lewis, Ph.D. (North Carolina at Chapel Hill, 1972).

Adjunct Assistant Professors: Arnold R. Brody, Ph.D. (Colorado, 1969); Peter Ingram, Ph.D. (Univ. of Southampton, England, 1967); Ralph C. McCoy, M.D. (Emory, 1967); James Alan Popp, D.V.M. (Ohio State, 1968), Ph.D. (California at Los Angeles, 1972); Jerry E. Squires, Ph.D. (Yale, 1971), M.D. (West Virginia, 1974).

Associates: Kenneth R. Broda, Ph.D. (Duke, 1977); Margaret C. Schmidt, M.A. (Louisville, 1969), Ed.D. (Duke, 1988).

Emeritus: Jane G. Elchlepp, M.D. (Chicago, 1955), Ph.D. (Iowa, 1948); Bernard F. Fetter, M.D. (Duke, 1944); Phillip C. Pratt, M.D. (Johns Hopkins, 1944); F. Stephen Vogel, M.D. (Western Reserve, 1944).

## Required Course

**PTH-200.** The core course in pathology is given during the second term of the first year. Fundamentals of pathology are presented by correlating gross and microscopic material to illustrate the structural changes in disease. Lectures dealing with broad concepts of disease processes are presented by senior faculty, and conferences with small groups of students are held under the guidance of staff members. Etiology and pathogenesis of disease, as well as the experimental approach are emphasized for the purpose of correlation with clinical disease. In addition to group work, conferences are scheduled to discuss problems derived from autopsies. Students are required to collaborate in postmortem studies and present cases in clinical-pathologic conferences under the direction of the staff.

## Electives

**PTH-223(B). Autopsy Pathology.** The course is intended to introduce students to the autopsy as an investigative tool. Anatomic-clinical correlation is emphasized. Students work directly with one or more members of the Pathology Department. They will first assist at autopsies and then perform autopsies under supervision. They will work up these cases with particular attention to correlations with clinical and experimental medicine, prepare the final autopsy reports, and work essentially at the level of a house

officer. Students will be expected to present their findings at staff conferences. Preference given to Pathology Study Program students. Weight: 8. *Adams*

**PTH-225(B). Cardiovascular Pathology.** Cardiovascular diseases will be covered through lectures, CPCs, student seminars, and laboratory study of preserved hearts and associated case material. Following a brief review of cardiac embryology, anatomy, and physiology, the pathology and pathophysiology of various types of congenital and acquired heart disease will be considered. Weight: 2. *Reimer, Ideker, Steenbergen, and Mikat*

**PTH-231(B). Ophthalmic Pathology.** This course is designed for students with an interest in ophthalmic diseases, particularly for those planning a career in pathology or ophthalmology and will consist of lectures, seminars, and laboratory sessions. The normal anatomy and embryology of the eye will be reviewed and the various reactions of the eye to injury will be studied in gross and microscopic specimens. The more common diseases will be considered in detail. Weight: 3. *Klintworth*

**PTH-241(B). Pathologic Basis of Clinical Medicine.** This is a lecture course with clinicopathologic correlation, pathophysiology, and imaging that will go into more detail than the core course in Pathology. It is given especially for students enrolled in the Pathology Study Program, but will be available as a separate elective for all students. Lectures will be from 4:00 p.m. to 5:00 p.m. each Tuesday and Thursday. Course must be taken for entire year. (Required for all Pathology Study Program students.) Weight: 1. *Bradford, Reimer, and Crain*

**PTH-281(B). Cytopathology Preceptorship.** This course consists of full-time rotation in the diagnostic cytopathology laboratories. By working with the laboratory staff, the student will explore in detail the role played by exfoliative cytopathology in the diagnosis of disease. Although not a requirement, the student will be encouraged to pursue special research projects. Preference given to Pathology Study Program students. Weight: 8. *Johnston, Bossen, and cytopathology staff*

**PTH-321(B). Hormone and Tissue Interactions in Differentiation and Disease.** Hormones and other biochemical signals involved in the regulation of the differentiated state including amino acids, polypeptide, and steroid hormone response through higher vertebrates will be discussed in terms of the new biotechnology used to elucidate mechanisms of information transfer and gene control at the level of the chromatin. Cell-cell, cell-matrix, and hormonal interactions will be considered as control elements in development and differentiation. Interactions involving the cell surface, the basal lamina, and extracellular matrix will be discussed in terms of differentiation of limb bud/pancreas/lymphocyte/and neural tissue. Conferences will include hormone control of sex differentiation, ectopic hormone biosynthesis, and endocrine related diseases. The course is designed as an extension of the course Differentiation in Development and Disease. Weight: 2. *K. McCarty Sr., B. Kaufman, and K. McCarty Jr.*

**PTH-342(B). Special Topics in Pathology.** Special problems in pathology will be studied with a member of the senior staff. The subject matter will be individually arranged. Permission of the instructor required. Weight: 1-18. *Shelburne and staff*

**PTH-346(B). Subcellular and Molecular Pathology.** This course is designed for students wishing to broaden their knowledge of cellular structure and cellular pathology. A series of lectures and seminars will be presented on the alterations in cellular structure and associated function that accompany cell injury. Ultrastructural changes in selected human diseases will be discussed in detail with emphasis on diagnosis and pathogenesis. Weight: 2. *Shelburne, Jennings, Sommer, Steenbergen, Crain, and Anthony*

**PTH-348(B). Practical Surgical Pathology.** This course will be in the form of an apprenticeship in which the student will work closely with residents in the actual preparation and diagnosis of tissue changes. Microscope required (limited number



available on loan). Prerequisites: permission of instructor. Preference given to Pathology Study Program students. Weight: 8. *Bossen and staff*

**PTH-353(B). Neuropathology.** A view of neuropathology that emphasizes clinicopathologic correlation. Weight: 3. *Burger and staff*

**PTH-359(B). Fundamentals of Electron Microscopy.** Emphasis will be placed on the theory and application of electron microscopy to ultrastructural pathology. The methods relating to electron microscopy as well as x-ray microanalysis, ion microscopy, and immunocytochemistry will be considered. Lab experience is included. Weight: 3. *Shelburne, Sommer, Ingram, Deschuyteneer, and LeFurgey*

**PTH-362(B). Pathology of the Kidney.** This course is a comprehensive study of pathological, immunological, and clinical features of the various types of glomerulonephritis, nephrotic syndrome, and pyelonephritis as well as of metabolic, congenital, and neoplastic renal disorders. Lectures will be supplemented with gross and microscopic specimens, demonstrations, clinicopathological discussions and student seminars. Weight: 3. *Sanfilippo, Howell, and Jennings*

**PTH-364(B). Skeletal Pathology.** Special problems in skeletal pathology will be dealt with beginning with a discussion of the development of connective tissue. Special emphasis on bone tumors, metabolic diseases, and traumatic problems will be considered. Weight: 2. *Harrelson*

**PTH-366(B). Pulmonary Pathology and Pathophysiology.** Emphasis will be on pulmonary pathology and pathophysiology of infections, metabolic, environmental, neoplastic diseases, and certain diseases of unknown etiology (sarcoid, alveolar proteinosis, e.g.) Weight: 3. *Roggli*

**PTH-373(B). Diagnostic Immunopathology.** The course features lectures and demonstrations to review diagnostic and laboratory procedures used in evaluating immunologic diseases especially autoimmune, infectious, immunodeficiency, immunoproliferative, and hypersensitivity disorders. Emphasis is placed on the theoretical and practical aspects of testing procedures and their proper interpretation. Weight: 2. *Sanfilippo, Zwadyk, Borowitz, Baldwin, and Howell*

**PTH-374(B). Pulmonary Structure and Function Seminar.** Current and exemplary pathological material on lungs including gross, histologic, and electron microscopic data is correlated with *in vitro* function and clinical features, physiological measurements and roentgenographic findings. The structural features of the types of reaction of lung cells to injury are interpreted against this background. Such demonstration material is correlated by lectures. Prerequisites: PTH 366B suggested but not required. Weight: 1. *Roggli and Lynn*

**PTH-378(B). Seminars in Hematology.** This is a systematic survey of the pathophysiology and morphology of human hematological diseases. Each student will survey the literature on several topics and prepare an oral presentation which will be critically discussed by the group. Opportunity for experience in blood marrows and lymph node analysis will be available. Weight: 2. *Wittels*

**PTH-380(B). Surgical Pathology-Emphasis: Electron Microscopy.** This course will be in the form of an apprenticeship in which the student will become engaged in the actual preparation and diagnosis of tissue changes using both light and electron microscopy. The student will of necessity learn how to operate the electron microscope. Prerequisites: PTH 359B suggested, but not required. Permission of instructor is required. Weight: 8. *Shelburne, Vollmer, and Tucker*

**PTH-385(B). Cancer Biology.** The course will examine the properties of the neoplastic cells and the mechanisms that lead to neoplastic transformation. The role of growth



factors and oncogene expression in the definition or the establishment of the neoplastic phenotype will be given special emphasis. The properties of the neoplastic cells will be analyzed on the basis of the mechanisms of normal cell growth regulation (response of normal cells to growth factors, mechanisms of signal transduction through the plasma membrane, expression of intracellular oncogenes). Weight: 3. *Michalopoulos, Falletta, and staff*

## Pediatrics

Michael M. Frank, M.D. (Harvard, 1960), *Chairman*.

Professors: Page A. W. Anderson, M.D. (Duke, 1963); James B. Sidbury Professor Rebecca H. Buckley, M.D. (North Carolina at Chapel Hill, 1958); John M. Falletta, M.D. (Kansas, 1966); Henry S. Friedman, M.D. (New York at Syracuse, 1988); Thomas E. Frothingham, M.D. (Harvard, 1951); Herman Grossman, M.D. (Columbia, 1953); Wilburt C. Davison Professor Samuel L. Katz, M.D. (Harvard, 1952); Charles R. Roe, M.D. (Duke, 1964); James B. Duke Professor Madison S. Spach, M.D. (Duke, 1954); Alexander Spock, M.D. (Maryland, 1955); Catherine M. Wilfert, M.D. (Harvard, 1962).

Associate Professors: Brenda E. Armstrong, M.D. (St. Louis, 1974); Y. T. Chen, M.D., Ph.D. (Taiwan Univ., 1973); Rosalind Coleman, M.D. (Western Reserve, 1969); G. Robert DeLong, M.D. (Harvard, 1961); Peter C. English, M.D., Ph.D. (Duke, 1975); Michael S. Freemark, M.D. (Duke, 1976); William J. Greeley, M.D. (Texas at Houston, 1976); Laura T. Gutman, M.D. (Stanford, 1963); Allen P. Killam, M.D. (Texas at Galveston, 1960); Lowell R. King, M.D. (Johns Hopkins, 1956); Thomas R. Kinney, M.D. (Duke, 1970); Joanne Kurtzberg, M.D. (New York Med. Coll., 1976); Darrell V. Lewis, Jr., M.D. (Minnesota, 1969); John G. Looney, M.D. (Texas, Southwestern, 1969); Mary Ann Morris, M.D. (Arkansas, 1972); Jonathan I. Scheinman, M.D. (Illinois, 1966); Raymond A. Sturner, M.D. (Georgetown, 1968); Rita A. Vileisis, M.D. (Northwestern, 1975).

Assistant Professors: Edmond C. Bloch, M.B. (Univ. of Cape Town, South Africa, 1946); Rose-Mary Boustany, M.D. (Amer. Univ. of Beirut, Lebanon, 1979); John L. Boyd III, M.D. (Upstate, New York, 1976); William D. Bradford, M.D. (Western Reserve, 1958); Iley B. Browning III, M.D. (North Carolina at Chapel Hill, 1982); Edward G. Buckley, M.D. (Duke, 1977); Sara Chaffee, M.D. (Dartmouth, 1980); Dennis A. Clements, M.D. (Rochester, 1973); Jeannine L. Gingras, M.D. (Vermont, 1978); Ricki F. Goldstein, M.D. (Cornell, 1981); Michael Graham, M.D. (Brown, 1975); J. David Jones, M.D. (Duke, 1954); Stephen G. Kahler, M.D. (Duke, 1973); Raymond S. Kandt, M.D. (Virginia, 1976); Ronald J. Kanter, M.D. (Vanderbilt, 1979); J. Marc Majure, M.D. (Mississippi, 1981); M. Louise Markert, M.D., Ph.D. (Duke, 1982); Ross E. McKinney, Jr., M.D. (Rochester, 1979); Andre A. Muelenaer, Jr., M.D. (Eastern Virginia, 1979); Karen J. O'Donnell, Ph.D. (North Carolina at Chapel Hill, 1983); Aglaia N. O'Quinn, M.D. (Duke, 1965); W. Jerry Oakes, M.D. (Duke, 1972); Shirley K. Osterhout, M.D. (Duke, 1957); Neil Prose, M.D. (New York, 1975); M. Henderson Rourke, Jr., M.D. (Pennsylvania, 1963); Richard I. Schiff, M.D., Ph.D. (Duke, 1976); Nicholas A. Shorter, M.D. (Johns Hopkins, 1979); Deborah L. Squire, M.D. (Northwestern, 1978); Jeffrey D. Snedeker, M.D. (Wisconsin, 1982); Robert Sprinkle, M.D. (Cincinnati, 1975); J. Gordon Still, M.D. (Bowman Gray, 1978), Ph.D. (Wake Forest, 1978); David T. H. Tanaka, M.D. (Johns Hopkins, 1979); Robert J. Thompson, Jr., Ph.D. (North Dakota, 1971); Kathryn Thrailkill, M.D. (Ohio State, 1983); Marjorie E. Tripp, M.D. (Yale, 1973); Ross M. Ungerleider, M.D. (Rush, 1977); Mary E. L. Vernon, M.D. (Columbia, 1976); Russell E. Ware, M.D. (Duke, 1983); Richard J. Wenstrup, M.D. (Cincinnati, 1978); Delbert R. Wigfall, M.D. (Emory, 1979); Gordon Worley, M.D. (Harvard, 1973).

Associates: Richard Auklten, M.D. (North Carolina at Chapel Hill, 1981); Robert Binner, M.D. (Albany Med. Coll., 1980); Robert P. Drucker, M.D. (Duke, 1979); Dorothy B. Eisenberg, M.D. (Duke, 1985); Robert D. Fitch, M.D. (Duke, 1976); Karen H. Frush, M.D. (Duke, 1986); John W. Moses, Jr., M.D. (South Carolina, 1983); Young-Duck Park, M.D. (Yonsei Univ. Coll. Med., Korea, 1976); Karen H. Raines, M.D. (Bowman Gray, 1984); Karen K. St. Claire, M.D. (Texas at Galveston, 1982); Emmanuel B. Walter, M.D. (Maryland, 1983).

Clinical Professor: W. Samuel Yancy, M.D. (Duke, 1965).

Associate Clinical Professors: Deborah W. Kredich, M.D. (Michigan, 1962); Lois A. Pounds, M.D. (Pittsburgh, 1965).

Assistant Clinical Professors: Nancy E. Friedman, M.D. (Med. Coll. of Virginia, 1975); Marcia Herman-Giddens, P.A. (Duke, 1968); Barbara J. Howard, M.D. (Johns Hopkins, 1975); Martha Ann Keels, D.D.S. (North Carolina at Chapel Hill, 1984); Ave Maria Lachiewicz, M.D. (Minnesota, 1980); Sandra N. Lehrman, M.D. (Brown, 1976); Nancy Johnson-Martin, Ph.D. (North Carolina at Chapel Hill, 1961); Rupa Redding-Lallinger, M.D. (Cornell, 1980); Christine Rudd, Pharm.D. (North Carolina at Chapel Hill, 1973); Gail Spiridigliozzi, Ph.D. (Kansas, 1988).

Clinical Associates: Joanne Barton, M.Sc. (Kentucky, 1974); Mary Jane Burns, M.S.W. (North Carolina at Chapel Hill, 1976); Muki W. Fairchild, M.S.W. (North Carolina at Chapel Hill, 1976); Allyn McConkie-Rosell, M.S.W. (Arkansas, 1980); F. Brandon McDaniel, M.S.W. (North Carolina at Chapel Hill, 1979); Mary V. Moggio, M.S.P.H. (North Carolina at Chapel Hill, 1972); William H. Schultz, P.A. (Duke, 1981); N. Maxine Soloway, Ph.D. (North Carolina at Greensboro, 1985); A. William Taub, M.S.W. (North Carolina at Chapel Hill, 1981).

Associate Medical Research Professor: David S. Millington, Ph.D. (Liverpool, England, 1969).

Assistant Medical Research Professors: Donald Chace, Ph.D. (George Washington, 1989); Jia-Huan Ding, M.D. (Henan Med. Coll., 1970), Ph.D. (Peking Union Med. Coll., 1984); Paul C. Dolber, Ph.D. (Johns Hopkins, 1973); J. Francis Heidlage, Ph.D. (Missouri, 1978); Nancy G. Henshaw, Ph.D. (North Carolina at Chapel Hill, 1983).

Research Associates: Lucy G. Andrews, Ph.D. (Georgia, 1967); Yong Bao, M.D. (Peking Union Med. Coll., 1986); Tian Xia, Ph.D. (Pennsylvania State, 1989); Cui-Wei Xie, Ph.D. (Beijing Med. Univ., 1984); Bingzhi Yang, M.D. (Henan Med. Coll., 1968).

Consulting Professor: Thomas K. Oliver, Jr., M.D. (Harvard, 1949).

Associate Consulting Professors: William L. London, M.D. (North Carolina at Chapel Hill, 1955); Howard H. Loughlin, M.D. (Pennsylvania, 1970); Evelyn Schmidt, M.D. (Duke, 1951).

Assistant Consulting Professors: Clarence A. Bailey, M.D. (North Carolina at Chapel Hill, 1955); James S. Hall, Jr., M.D. (Duke, 1957); Alvin H. Hartness, M.D. (Bowman Gray, 1965); Thomas M. McCutchen, Jr., M.D. (Vanderbilt, 1963); Charles B. Neal III, M.D. (Duke, 1955); T. Michael D. O'Shea, M.D. (North Carolina at Chapel Hill, 1980); Nicholas A. Patrone, M.D. (Loyola, 1976); John C. Pollard, M.D. (Virginia, 1968); William C. Powell, M.D. (Bowman Gray, 1952); James B. Rouse, M.D. (Duke, 1965); Frank S. Shaw, M.D. (Pennsylvania, 1959); Charles I. Sheaffer, M.D. (Western Reserve, 1958); Leonard D. Stein, M.D. (Med. Coll. of Georgia, 1975); Fred R. Stowe, M.D. (North Carolina at Chapel Hill, 1958).

Consulting Associates: Lillis Altschuller, M.D. (Cincinnati, 1960); R. Meade Christian, Jr., M.D. (Western Reserve, 1967); Douglas W. Clark, M.D. (North Carolina at Chapel Hill, 1983); William G. Conley III, M.D. (Med. Coll. of Virginia, 1960); W. LaDell Douglas, M.D. (Georgetown, 1974); Jean M. Findlay, M.B. (Aberdeen Univ. Med. Sch., Scotland, 1970); Gregory A. Fisher, M.D. (South Florida, 1976); Martha E. Gagliano, M.D. (Duke, 1982); Larry C. Harris, M.D. (Duke, 1977); Rufus McP. Herring, Jr., M.D. (Bowman Gray, 1969); Carl S. Hesselbart, M.S.W. (Michigan, 1980); Jennifer L. Lail, M.D. (Kentucky, 1978); Charles W. Lallier, M.D. (Virginia, 1981); Pierre C. LeMaster, M.D. (Florida, 1971); Donald N. Ludlow, Jr., M.D. (Hahnemann, 1983); Larry Mumford, M.D. (North Carolina at Chapel Hill, 1967); Janice D. Stratton, M.D. (Tulane, 1961); Joseph W. Whatley, Jr., M.D. (Duke, 1958).

Emeriti: Jay M. Arena, M.D.; William Cleland, M.D.; Susan C. Dees, M.D.; Jerome S. Harris, M.D.; Bailey D. Webb, M.D., Ph.D.

## Required Course

**PED-205.** The basic course in pediatrics for all students is an eight-week clerkship in the second year. Its principal aim is to provide an exposure to the field of child health. The student has a varying series of experiences which should give a grasp of the concepts that underlie the discipline. Goals should be to acquire familiarity and competence with the basic tools of information-gathering the history, physical examination, and laboratory data and to develop an approach to the integration of this material for the solution of problems of health and illness in infancy, childhood, and adolescence. This should be accomplished with continuing reference to the basic principles of pathophysiology encountered in the first year courses.

Those patients to whom the student is assigned will provide the focus for case studies. In addition to the careful history and physical examination which must be recorded, the student is expected to organize an appropriate differential diagnosis and to seek and read pertinent reference material relevant to each patient. The student should learn to present each case verbally in an organized and succinct fashion, to follow the patient's progress, and to interpret all studies which are performed. The student is expected to learn from a number of sources: standard textbooks and journals, current publications and conferences, and also from people—house staff, faculty, nurses, parents, and all others with whom contact is made in the clinical setting.

Objectives should also include an understanding of the roles played in pediatrics by other members of the health care team, both in the ambulatory and hospital settings. Patient care may include nurse, social worker, recreation therapist, psychologist, physiotherapist, dietitian, and/or others. The eight weeks will be divided to include time into several of the following settings: (a) Duke outpatient clinics and emergency room, (b) Duke inpatient, Durham County General Hospital, (d) Duke nursery, (e) Lincoln Community Health Center.

## Electives

**PED-210 (C). Advanced Pediatrics.** There are a variety of possibilities. In advance of signing up for this course, arrangements are to be made with Departmental Division



Chiefs, as appropriate to the student's interest. The Departmental Divisions and Chiefs are:

Allergy/Immunology: Rebecca Buckley, M.D.	684-6735
Cardiology: Madison Spach, M.D.	684-6123
Epidemiology: Seymour Grufferman, M.D.	684-5424
General: Peter C. English, M.D., Ph.D.	684-6575
Genetics/Metabolism: Charles Roe, M.D.	684-2036
Hematology/Oncology: John Falletta, M.D.	684-3401
Infectious Diseases: Catherine Wilfert, M.D.	684-6610
Nephrology: Jonathan Scheinman, M.D.	684-4246
Neurology: Robert DeLong, M.D.	684-3219
Perinatal Medicine: Rita A. Vileisis, M.D.	681-6024
Pulmonary/GI: Alexander Spock, M.D.	684-3364

Another option relates to several county health departments. On Monday through Thursday (four days a week), the student will travel with the pediatric senior resident to each of four rural county health departments to participate in the child health and pediatric activities in collaboration with public health nurses and child health clinicians. The two hours a day driving time will permit a one-on-one tutorial with the senior resident. Requirements and restrictions: one student at a time, for a minimum of two weeks; before-the-course interviews with Ms. Joanne Barton, PNP (684-3172). A short paper on some aspect of rural child health or pediatric medicine. Weight: 1 to 8. *Osterhout and departmental division chiefs*

**PED-211 (C). Pediatric Infectious Diseases.** This course will provide experience in the clinical and laboratory diagnosis of infectious diseases and in their therapy. The student works closely with the infectious disease fellow and participates actively in evaluation of patients. Daily rounds in microbiology laboratory and participation in Monday Infectious Disease conferences are required. Prerequisites: contact Dr. Wilfert prior to enrollment. Weight: 4 or 8. *Wilfert, McKinney, Gutman, Lehrman, Katz, Drucker, Snedeker, and Walter*

**PED-215 (C). Endocrine Disorders In Children.** Students attend in the Pediatric Endocrine and Pediatric Diabetes Clinics and participate in the inpatient activities of the Endocrine Division. Students also participate in the endocrine journal club and inter-departmental endocrine conferences. Emphasis is placed on the evaluation of growth and sexual development as indices of endocrine status during childhood. Prerequisite: contact instructors. Weight: 4 or 8. *Morris, Friedman, Thrailkill, and Freemark*

**PED-217 (C). Pediatric Hematology And Oncology.** Includes all aspects of clinical and laboratory pediatric hematology as well as the diagnostic evaluation, care, and treatment of patients with malignant diseases. Emphasis will be placed on fundamental concepts. There will be daily ward rounds, five weekly clinics, conferences, and seminars as well as assigned reading. Prerequisites: contact instructor. Weight: 4 or 8. *Falletta, Kinney, Kurtzburg, Friedman, Ware, Chaffee, and Graham*

**PED-221 (C). Poison Control.** Primarily a seminar course with one, two-hour conference per week scheduled for student discussion on assigned topics. The student may participate in clinical functions of the Center and if desired may be on call for the treatment of these cases in the emergency room or the wards. This is a student-oriented teaching program and individual projects on the subject may also be carried out. Weight: 2. *Osterhout*

**PED-225 (C). Neonatology.** Students will have patient care responsibilities and experiences in the Duke North Intensive Care Nursery. The course involves direct participation in patient care under the supervision of the faculty and housestaff. Emphasis is placed on the initiation of parent-child relationships and a pathophysiologic



approach to assessment and management of the critically ill neonate. Student may not drop within sixty days of the starting date without finding a replacement. This is a sole-enrollment course and, as such, cannot be taken in conjunction with any other course. Weight: 5. *Tanaka, Gingras, Goldstein, Auten, and Vileisis*

**PED-227 (C). Behavioral Aspects Of Pediatrics.** This course will offer trainees the opportunity to work as a part of an interdisciplinary team in diagnosing and treating children and adolescents (ages 2-21) with a variety of psychiatric and psychosocial problems. Presenting problems might include anorexia nervosa, bulimia, enuresis, encopresis, school phobia, psychosomatic disorders, tourette syndrome, suicidal and acting-out adolescents, chronically or terminally ill children, and child abuse and neglect cases. Trainees will be taught and will clinically apply principles of child and adolescent development and psychoanalytic and family systems theory. The trainee will be involved in child, parent, and family interviews and treatment and will function as an integral part of the treatment team to experientially learn about the diagnosis and treatment of child and adolescent disorders. There will be an opportunity to be involved in the inpatient and outpatient treatment process on pediatric and adolescent psychiatric wards. C-L: PSC 227C. Weight: 2-6. *Jones and Ms. Burns*

**PED-231 (C). Clinical Pediatric Cardiology.** This course provides an intensive learning experience in the clinical diagnosis and management of childhood heart disease. Emphasis is placed upon the pre and post-operative management of children with operable heart disease as well as upon the management of children with non-operable heart disease. Finally, the student is exposed to pediatric acute care medicine and the modalities available to maintain cardiovascular function in the extremely ill child. Scope: history, physical examination, and special diagnostic techniques (echocardiography, electrocardiography, phonocardiography, cardiac catheterization, and cineangiography). Prerequisites: PED 205C. Weight: 4 (or 8 with special permission of the instructor). *Armstrong*

**PED-233 (C). Allergy And Clinical Immunology.** Clinical evaluation and practice in use and methods of diagnosis and treatment of allergic and immunologic disorders including the atopic diseases, immunologic deficiency states, and bone marrow transplantation. Scope: history, physical examination, skin testing, a variety of clinical immunologic tests, and Clinical Research Unit experience. Weight: 4 or 8. *Buckley, Schiff, and Markert*

**PED-234 (C). Clinical Genetics And Metabolism.** The student will become familiar with evaluation and management of various genetic disorders including malformation syndromes and biochemical disorders. History taking, pedigree construction and analysis, diagnostic techniques, laboratory tests (cytogenetic, biochemical, DNA), genetic counseling and use of reference materials are emphasized. Experience in obstetrics (prenatal diagnosis) and internal medicine are available depending on the interests of the student. May take with BCH 234B. Weight: 4. *Kahler*

**PED-241 (C). Pediatric Nephrology.** Course is designed to provide experience in diagnosis, interpretations of laboratory tests, natural history, and treatment of acute and chronic disorders of the kidney in children. Student is also exposed to the management of fluid and electrolyte disorders in infants and children. Prerequisites: PTH 362B suggested; prior approval of Dr. Scheinman. Weight: 4. *Scheinman and Wigfall*

**PED-243 (C). Adolescent Medicine.** Students will participate in a weekly seminar with emphasis on the behavioral and developmental aspects of adolescence, drug abuse, sports medicine, and the pregnant teenager. Patient interactions will be arranged depending on time and clinic scheduling. Tutorial and supervisory time to discuss specific patients and pertinent literature will be arranged. Weight: 2. *Yancy, Vernon, Squire, and Moses*

**PED-250 (C). Advanced General Pediatrics, Pediatric Intensive Care Unit.** This advanced course is designed to allow students a four week experience as a subintern in the Pediatric Intensive Care Unit. Under supervision of faculty attendings and resident housestaff, the senior student will assume primary responsibility for the care of critically ill children admitted to the Medicine and Surgery services in the Pediatric Intensive Care Unit. Emphasis will be placed on the development of the pathophysiologic approach to the diagnosis and therapy of a broad spectrum of pediatric illnesses as they present in acute care settings. Advanced concepts in pediatric critical care will be emphasized. Students will rotate night call with resident pediatric housestaff. Prerequisite: PED 205C. Weight: 5. *Boyd and Greeley*

**PED-260 (C). Advanced Clerkship In Pediatrics.** This course is designed to provide the student with an intensive, in-depth exposure to the diagnosis and management of pediatric patients hospitalized at Duke. Students will be responsible for admission histories, physical examinations, and management throughout the hospitalization. The student will serve as a subintern throughout the rotation. Night call is expected every fourth night. Weight: 5. *Kinney, Osterhout, and faculty*

**PED-281 (C). Pediatric Neurology.** Students will examine both hospitalized and ambulatory patients with neurological disorders. Emphasis is placed on the neurological history, examination, investigation and management techniques of nervous system disorders of infancy, childhood, and adolescence. Prerequisites: contact Dr. DeLong. Weight: 4 or 8. *DeLong*

## Pharmacology

Professor Anthony R. Means, Ph.D. (Texas, 1966), *Chairman.*

Professors: Mohamed Abou-Donia, Ph.D. (California at Berkeley, 1966); James Norman Davis, M.D. (Cornell, 1965); Everett H. Ellinwood, M.D. (North Carolina at Chapel Hill, 1959); Norman Kirshner, Ph.D. (Pennsylvania State, 1952); Leon Lack, Ph.D. (Columbia, 1953); Elliott Mills, Ph.D. (Columbia, 1964); Julian Victor Nadler, Ph.D. (Yale, 1964); Charles B. Nemeroff, Ph.D. (North Carolina at Chapel Hill, 1976), M.D. (North Carolina at Chapel Hill, 1981); Athos Ottolenghi, M.D. (Univ. of Pavia, 1946); Saul M. Schanberg, M.D. (Yale, 1964), Ph.D. (Yale, 1961); Theodore Slotkin, Ph.D. (Rochester, 1970); Harold C. Strauss, M.D., C.M. (McGill Univ., 1964) Walter D. Watkins, Ph.D. (Michigan, 1971), M.D. (Colorado, 1975); Pelham Wilder, Ph.D. (Harvard, 1950).

Associate Professors: Laura E. Gutman, M.D. (Stanford, 1962); Cynthia M. Kuhn, Ph.D. (Duke, 1975); James O. McNamara, Sr., M.D. (Michigan, 1968); A. Richard Whorton, Ph.D. (Vanderbilt, 1975).

Assistant Professors: Warner M. Burch, Jr., M.D. (Bowman Gray, 1971); Robert L. Fine, M.D. (Chicago, 1979); Clinton D. Kilts, Ph.D. (Michigan State, 1979); Stephen B. Liggett, M.D. (Miami, 1982); Rochelle D. Schwartz, Ph.D. (Georgetown, 1983).

Medical Research Professor: Gertrude Elion, D.Sc. (George Washington, 1969).

Medical Research Associate Professors: Jorge Bartolome, Ph.D. (Univ. of Chile, 1978); Wilkie A. Wilson, Ph.D. (Duke, 1971).

Medical Research Assistant Professors: Jane Anderson, Ph.D. (Wayne State, 1984); Ram Gupta, Ph.D. (Univ. of Delhi, 1982); Daniel M. Lapadula, Ph.D. (New York Univ., 1981); Qi-Yi Liu, Ph.D. (Nankai Univ., 1965); David Martin, Ph.D. (Univ. of London, 1987); Maxine Okazaki, Ph.D. (Univ. of Toronto, 1984); Frederic J. Seidler, Ph.D. (Duke, 1986); Ying-Fu Su, Ph.D. (Colorado, 1978).

Adjunct Professors: Kwen-Jen Chang, Ph.D. (New York at Buffalo, 1972); Humberto Viveros, M.D. (Univ. of Chile, 1962).

Adjunct Associate Professors: Neil Chernoff, Ph.D. (Miami, 1969); Donald E. Gardner, Ph.D. (Cincinnati, 1971); Eli Hazum, Ph.D., (Weizman Inst. of Sci., 1978); Richard J. Kavlock, Ph.D., (Miami, 1977); Naji E. Sahyoun, M.D. (American Univ. of Beirut, 1969).

Adjunct Assistant Professor: Christopher Lau, Ph.D. (Duke, 1982).

Emeritus: Frederick Bernheim, Ph.D.

## Required Course

**PHR-200. Pharmacology: Mode of Action of Drugs.** A basic course in pharmacology describing the action of drugs in terms of biochemical and physiological processes, and the rationale for their use in clinical therapy. Four lectures, one clinical correlation and one conference per week. 4 units. *Staff*



## Electives

**PHR-219(B). Tutorial in Pharmacology.** Guided independent study of original literature and/or laboratory experience. Open to all students; required of those electing a pre-clinical base in the Department of Pharmacology. Prerequisites: permission of instructor. Weight: 1-8. *Staff*

**PHR-233(B). Principles of Pharmacology and Toxicology.** Drug absorption, distribution, excretion and metabolism, basic and clinical pharmacokinetics, Hansch correlation of structure and activity, stereochemistry, drug action, drug receptor theory and its practical applications, pharmacokinetics and pharmacodynamics of toxic substances, mechanisms of toxicity, adverse drug reactions and interaction. Offered in alternate years. Weight: 4. *Slotkin and staff*

**PHR-254(B). Mammalian Toxicology.** Principles of toxicology as related to humans. Emphasis will be placed on the molecular basis for toxicity of chemical and physical agents. Subjects include metabolism and toxicokinetics, toxicologic evaluation, pesticides, metals and industrial chemicals, solvent toxicity, food additives, natural toxins, radiation and radioactive materials; mutagenicity, pathology, carcinogenicity, immunology, teratogenicity; reproductive system, pulmonary, liver, kidney, eye, blood, behavioral cardio- and neurotoxicology, management of poisoning, epidemiology, risk assessment, and regulatory toxicology. Taught in alternate years in the spring semester. Weight: 4. *Abou-Donia and staff*

**PHR-264(B). Neurotoxicology.** Adverse effects of drugs and toxicants on the central and peripheral nervous system. Target sites, pathophysiology, and factors affecting toxicity. Experimental methods for detection and screening of neurotoxic chemicals. Screening and assessment of neurotoxicity in man. Offered spring term alternate years. Weight: 3. *Abou-Donia*

**PHR-331(B). Laboratory Methods in Pharmacology.** Prerequisites: permission of instructor. Weight: 6. *Staff*

**PHR-360(B). Neuropsychopharmacology.** Seminar-lecture course emphasizing neurotransmitter mechanisms and the mechanism of action of drugs used to modify nervous system function. Material will be drawn from the recent literature. Offered in alternate years. Weight: 3. *Wilson*

**PHR-372(B). Research in Pharmacology.** Laboratory investigation in various areas of pharmacology. Weight: 1-18. *Staff*

**PHR-423(B). Neurobiological Basis of Behavior.** The course surveys neuroanatomical, neurophysiological, neurochemical, and neuropsychopharmacological evidence of central nervous system function as it relates to normal and abnormal behavior. Clinical description, measurement of function, as well as the biological substrates of affective disorders and psychoses will be emphasized. Scientific bases of current therapeutic procedures, especially psychopharmacological, will be examined. Prerequisite: familiarity with basic neuroanatomy, neurophysiology, and neuropsychopharmacology is assumed. Weight: 4. *Ellinwood and staff*

## Psychiatry

J. P. Gibbons Professor Dan G. Blazer, M.D. (Tennessee, 1969), Ph.D. (North Carolina at Chapel Hill, 1980), *Interim Chairman*.

### DIVISION OF BEHAVIORAL MEDICINE

Professor: Redford B. Williams, Jr., M.D. (Yale, 1967), *Head of Division*.

Professor: Hsio-Shan Wang, M.D. (National Taiwan Univ., 1953).

Associate Professor: Valerie F. Holmes, M.D. (Louisville, 1980).



Assistant Clinical Professor: Indira M. Varia, M.D. (Shah Medical College, 1968).  
 Associates: Veeraindar Goli, M.D. (Osmania Medical College, 1978); Michael R. Volow, M.D. (Seton Hall, 1964).  
 Clinical Associate: Elizabeth H. King, M.D. (Duke, 1958).  
 Visiting Associate: Junichiro Hayano, M.D., Ph.D. (Nagoya City Univ., 1980).

## DIVISION OF BIOLOGICAL PSYCHIATRY

Professor: Charles B. Nemeroff, M.D., Ph.D. (North Carolina at Chapel Hill, 1981), *Head of Division*.  
 Professors: Bernard J. Carroll, M.B. (Univ. of Melbourne, 1964); Ph.D. (Univ. of Melbourne, 1971); Everett H. Ellinwood, Jr., M.D. (North Carolina at Chapel Hill, 1959); C. William Erwin, M.D. (Texas, 1960); Roy J. Mathew, M.B. (Med. Coll. of Trivandrum, India, 1970); Saul M. Schanberg, M.D., Ph.D. (Yale, 1964); Theodore A. Slotkin, Ph.D. (Rochester, 1970); William K. Zung, M.D. (Texas, 1961).  
 Consulting Professor: Richard J. Wyatt, M.D. (Johns Hopkins, 1964).  
 Adjunct Professor: Jau-Shyon Hong, Ph.D. (Kansas, 1973).  
 Associate Professors: Garth Bissette, Ph.D. (North Carolina State, 1982); Clinton D. Kilts, Ph.D. (Michigan, 1979); K.R.R. Krishnan, M.D. (Madras Med. Coll., 1978); Joseph McEvoy, M.D. (Vanderbilt, 1973); Richard Weiner, M.D., Ph.D. (Duke, 1973).  
 Assistant Professors: W. Vaughn McCall, M.D. (Duke, 1984); Lawrence A. Dunn, M.D. (Michigan, 1984); Rochelle Schwartz, Ph.D. (Georgetown, 1983); Daniel C. Sullivan, M.D. (Vermont, 1970).  
 Assistant Clinical Professor: Stephen L. Oxley, M.D. (Kentucky, 1973).  
 Assistant Consulting Professors: P. K. George, M.D., Ph.D. (All India Inst., 1966); Joseph A. Johnston, Pharm. D. (Tennessee, 1976); Kumari Verghese, M.D. (Kasturba Medical College, 1972).  
 Associate Medical Research Professor: Jed E. Rose, Ph.D. (California at San Diego, 1978).  
 Assistant Medical Research Professors: Scott T. Cain, Ph.D. (Northwestern, 1985); Samir K. Gupta, Ph.D. (West Virginia, 1986); Tong H. Lee, M.D. (Stanford, 1988), Ph.D. (Duke, 1986); Edward D. Levin, Ph.D. (Wisconsin, 1984); Syam Sundar, Ph.D. (India Inst. of Medical Services, 1978).  
 Associates: Leann Nelson, M.D. (Texas, 1986); Krishnaiah Rayasam, M.D. (Andhra Medical College, 1973); Robert G. Ruegg, Jr., M.D. (Virginia, 1970).  
 Clinical Associate: Ursula Goebels, M.A. (Illinois, 1983).  
 Consulting Associate: Antonia M. Bogyi, M.D. (Michigan, 1986); Byron Cole, M.D. (Cincinnati, 1960); Ugo Goetzl, M.D. (New York Med. Coll., 1968); Jerry R. Lichman, M.D. (Florida, 1974).  
 Adjunct Associate: Richard Weisler, M.D. (North Carolina at Chapel Hill, 1976).  
 Research Associates: Charles C. Allen, Ph.D. (California at San Diego, 1989); Murali P. Doraiswamy, M.B. (Coimbatore Medical Center, 1985); Arlene Nikaido, Ph.D., (Hawaii, 1982); Michael J. Owens, Ph.D. (Duke, 1990); Hong Zhang, M.D., Ph.D. (Peking Medical Univ., 1984).  
 Associate in Research: Deborah A. Reed, M.S.N. (North Carolina at Chapel Hill, 1985).

## DIVISION OF CHILD AND ADOLESCENT PSYCHIATRY

Professor: John G. Looney, M.D. (Southwestern, 1969), *Head of Division*.  
 Visiting Research Professor: Robert Coles, M.D. (Columbia, 1954).  
 Associate Professors: J. David Jones, M.D. (Duke, 1954); Charles R. Keith, M.D. (Harvard, 1961).  
 Associate Clinical Professor: W. Samuel Yancy, M.D. (Duke, 1961).  
 Associate Consulting Professor: Edgar P. Nace, M.D. (Wisconsin, 1966).  
 Assistant Professors: Marcelino Amaya, M.D. (Univ. Nacional Autonoma de Mexico, 1954); William B. Anderson, M.D. (Minnesota, 1948); Adrian C. Angold, B.Sc. (London Hospital Medical School, 1976); James E. Lee, M.D. (Duke, 1979); John S. March, M.D. (California at Los Angeles, 1978); Aglaia N. O'Quinn, M.D. (Duke, 1965).  
 Assistant Clinical Professor: Karl Stevenson, M.D. (Bowman Gray, 1966).  
 Assistant Consulting Professors: Cesar Guajardo, M.D. (Univ. de Nuevo Leon, Mexico, 1961); James B. Payton, M.D. (Arkansas, 1971); Ingrid Pisetsky, M.D. (Albert Einstein, 1971); Raymond F. Schmitt, Jr., M.D. (Louisiana State, 1959); William Shamblin, M.D. (Alabama, 1971).  
 Associates: Carole R. Dunmire, M.D., Ph.D. (Rush, 1985); Margaret A. Shugart, M.D. (Med. Coll. of Virginia, 1984).  
 Clinical Associates: Lucy T. Davis, Ed.D. (Columbia, 1955); Donald L. Rosenblitt, M.D. (Duke, 1973).  
 Consulting Associates: Linwood R. Allsbrook, M.D. (Kentucky, 1981); Karen K. Christian, M.D. (Minnesota, 1979); Thomas C. Cornwall, M.D. (Northwestern, 1970); Carl S. Hesselbart, M.S.W. (Michigan, 1980); D. Randall Johnson, M.D. (Med. Univ. South Carolina, 1983); Nancy J. Livingston, M.D. (Duke, 1972); William Mackey, M.D. (Tennessee, 1969); Jane L. Pope, M.D. (Louisville, 1972); Daphne Rosenblitt, M.D. (Duke, 1974); David A. Smith, M.D. (Alabama, 1980).  
 Adjunct Associate: Jean G. Spaulding, M.D. (Duke, 1972).  
 Instructors: Alice F. Long, M.A. (Chicago, 1953); Paul D. Nagy, M.S. (Florida State, 1984); Joseph J. Simmons, M.A. (North Carolina Central, 1982); Barbara J. Smith, M.Ed. (North Carolina Central, 1983).

## DIVISION OF GENERAL PSYCHIATRY

Professor: Jesse O. Cavenar, Jr., M.D. (Arkansas, 1963), *Head of Division*.

Professors: Frederick R. Hine, M.D. (Yale, 1949); David S. Werman, M.D. (Lausanne, Switzerland, 1952).

Associate Professor: Steven Lipper, M.D. (Boston, 1972).

Associate Clinical Professor: Harold Silberman, M.D. (Washington, 1956).

Associate Consulting Professors: Francis L. A. de Marneffe, M.D. (Univ. London, 1950); David M. Hawkins, M.D. (Duke, 1966); Pedro J. Irigaray, M.D., (Univ. Nacional Autonoma de Mexico, 1955).

Assistant Professors: Elliott B. Hammett, M.D. (Duke, 1966); William M. McDonald, M.D. (Duke, 1984); Kenneth J. W. Rockwell, M.D. (Duke, 1961); Ervin Thompson, M.D. (Vanderbilt, 1972).

Assistant Clinical Professors: Conrad C. Fulkerson, M.D. (Missouri, 1969); Christine Machemer, M.D. (Univ. of Freiburg, 1959); Patricia A. Ziel, M.D. (Michigan, 1968).

Assistant Consulting Professor: Lesley Braasch, M.D. (New York, 1970).

Associates: Harold S. Kudler, M.D. (State Univ. of New York, 1979); Rosa F. Merino, M.D. (Case Western Reserve, 1985); Linda Roghelia, B.S. (Campbell, 1968); William C. Siegel, M.D. (Stanford, 1980); Roy M. Stein, M.D. (Duke, 1980).

Clinical Associates: Linda H. Rubin, M.P.H. (North Carolina at Chapel Hill, 1978); Robert E. Winton, M.D. (Vanderbilt, 1972).

Consulting Associates: Jeffrey R. Chambers, M.D. (Michigan, 1986); Steven L. Mahorney, M.D. (Louisiana, 1973); Betty G. Stewart, M.D. (Duke, 1965).

Visiting Research Associate: Jiang Wei, M.D. (Binzhou, 1982).

## DIVISION OF GERIATRIC PSYCHIATRY

Professor: Dan G. Blazer, M.D. (Tennessee, 1969), Ph.D. (North Carolina at Chapel Hill, 1980), *Head of Division*.

Professors: Daniel T. Gianturco, M.D. (Buffalo, 1960); Alan D. Whanger, M.D. (Duke, 1956).

Associate Professor: John C. S. Breitner, M.D., M.P.H. (Pennsylvania, 1970).

Clinical Associate: Andree Allen, M.D. (Miami, 1982).

Associate: Frank E. Shelp, M.D. (Med. Coll. of Virginia, 1984).

Medical Research Associate: Connie Service, M.P.H. (North Carolina at Chapel Hill, 1979).

Research Associates: James R. Bachar, Ph.D. (Pittsburgh, 1969); Bruce Burchett, Ph.D. (Carleton, 1983); Sharon M. Wallsten, B.S.N., M.P.H. (Michigan, 1965).

Associate in Research: Nancy Fowler, M.Ed. (North Carolina at Chapel Hill, 1971).

## DIVISION OF MEDICAL PSYCHOLOGY

Professor: Robert J. Thompson, Ph.D. (North Dakota, 1971), *Head of Division*.

Professors: Irving A. Alexander, Ph.D. (Princeton, 1949); Barbara J. Burns, Ph.D. (Boston Coll., 1972); Robert C. Carson, Ph.D. (Northwestern, 1957); C. Keith Connors, Ph.D. (Harvard, 1960); W. Edward Craighead, Ph.D. (Illinois, 1970); Herbert F. Crovitz, Ph.D. (Duke, 1970); Martin Lakin, Ph.D. (Chicago, 1955); Susan Schiffman, Ph.D. (Duke, 1970); Richard Surwit, Ph.D. (McGill, 1972); Jay M. Weiss, Ph.D. (Yale, 1967).

Consulting Professor: Darwin Dorr, Ph.D. (Florida State, 1969).

Adjunct Professors: Florence Kaslow, Ph.D. (Bryn Mawr, 1969); Rune Simeonsson, Ph.D. (George Peabody College, 1971).

Associate Professors: James Blumenthal, Ph.D. (Washington, 1975); Elaine K. Crovitz, Ph.D. (Duke, 1964); John Curry, Ph.D. (Catholic Univ., 1978); Francis J. Keefe, Ph.D. (Ohio, 1975); John E. Lochman, Ph.D. (Connecticut, 1976); Patrick Logue, Ph.D. (North Dakota, 1965); Gail R. Marsh, Ph.D. (Iowa, 1968); Robert Shipley, Ph.D. (Michigan State, 1972); Derek Shows, Ph.D. (Duke, 1967); Ilene Siegler, Ph.D. (Syracuse, 1973); Karen C. Wells, Ph.D. (Georgia, 1978); William H. Wilson, Ph.D. (Vanderbilt, 1973).

Associate Clinical Professor: Jack D. Edinger, Ph.D. (Virginia Commonwealth, 1971).

Adjunct Associate Professor: Paul T. Costa, Jr. Ph.D. (Chicago, 1970).

Associate Consulting Professor: Lenore Behar, Ph.D. (Duke, 1973).

Associate Medical Research Professors: John C. Barefoot, Ph.D. (North Carolina at Chapel Hill, 1968); Gerda Fillenbaum, Ph.D. (London, 1956); David J. Madden, Ph.D. (California at Davis, 1977).

Assistant Professors: Norman B. Anderson, Ph.D. (North Carolina at Greensboro, 1983); Elizabeth Costello, Ph.D. (Univ. of London, 1981); Charles F. Emery, Ph.D. (Southern California, 1985); Karen M. Gil, Ph.D. (Western Virginia, 1985); Steven Herman, Ph.D. (Duke, 1977); Karen O'Donnell, Ph.D. (North Carolina at Chapel Hill, 1983); Clive Robins, Ph.D. (New York State, 1982); Kathleen A. Welsh, Ph.D. (Virginia, 1985).

Assistant Clinical Professors: John Barrow, Ph.D. (Houston, 1971); Tracey Potts Carson, Ph.D. (Georgia, 1982); Mark Feinglos, M.D. (McGill, 1973); Martin Ionescu-Pioggia, Ph.D. (North Carolina at Chapel Hill, 1985); Ronette L. Kolotkin, Ph.D. (Minnesota, 1978); Albert D. Loro, Jr., Ph.D. (Washington Univ., 1976); Richard Lucas, Ph.D. (North Carolina at Chapel Hill, 1972); Jerri M. Oehler, Ph.D. (Duke, 1984); Gail A. Spiridigliozzi Ph.D. (Kansas, 1988); Craig R. Stenberg, Ph.D. (Denver, 1982); Anna L. Stout, Ph.D. (South Carolina, 1980); Joseph E. Talley, Ph.D. (Virginia, 1977).

Assistant Medical Research Professors: Maya McNeilly, Ph.D. (Georgia, 1987); Edward C. Suarez, Ph.D. (Miami, 1986).



Adjunct Assistant Professors: Ralph Cooper, Ph.D. (Rutgers, 1973); James A. Green, Ph.D. (North Carolina at Chapel Hill, 1979).

Adjunct Assistant Medical Research Professor: Sandra Funk, Ph.D. (North Carolina at Chapel Hill, 1976).

Assistant Consulting Professors: William D. Barley, M.D. (Texas Tech., 1980); Rodney Lowman, Ph.D. (Michigan State, 1979).

Associates: Christine Fiore, Ph.D. (Rhode Island, 1990); Kathleen Wayland, Ph.D. (Duke, 1989).

Clinical Associates: Jean C. Beckham, Ph.D. (Florida State, 1988); Loretta E. Braxton, Ph.D. (North Carolina at Chapel Hill, 1989); Don Evans, Ph.D. (New York at Albany, 1988); Kathryn Gustafson, Ph.D. (Ohio, 1988); Mary Luckhardt, Ph.D. (Connecticut, 1978); Oliver Oyama, Ph.D. (Indiana, 1985); Richard R. Rumar, Ph.D. (North Carolina at Chapel Hill, 1982); Larry A. Tupler, Ph.D. (Emory, 1989); David Williams, Ph.D. (Ohio State, 1988).

Instructors: Debra F. Johnson, Ph.D. (DePaul, 1985); Joseph Kertesz, M.A. (Michigan, 1973); Laura M. Mann, Ph.D. (Missouri, 1987); Brian Stabler, Ph.D. (North Carolina at Chapel Hill, 1973).

Medical Research Associate: Mark Cierpial, Ph.D. (Virginia, 1987).

Research Associates: Miriam Clifford, Ph.D. (Duke, 1970); Thomas Haney, M.S.P.H. (North Carolina at Chapel Hill, 1978); Jack Leiss, Ph.D. (North Carolina at Chapel Hill, 1989); H. Ryan Wagner, Ph.D. (New Mexico, 1975).

## DIVISION OF OUTPATIENT SERVICES

Associate Professor: Jonathan Davidson, M.D. (Univ. College, London, 1976), *Head of Division*.

Professor: H. Keith H. Brodie, M.D. (Columbia, 1965).

Associate Consulting Professor: David M. Hawkins, M.D. (Duke, 1966).

Assistant Consulting Professors: William Anixter, M.D. (George Washington, 1977); Jack W. Bonner III, M.D. (Southwestern, 1965); Stephen Buie, M.D. (North Carolina at Chapel Hill, 1981); George W. Doss, M.D. (Southwestern, 1954); Martin G. Groder, M.D. (Columbia, 1964); Linda H. Jackson, M.D. (North Carolina at Chapel Hill, 1965); Eric Peterson, M.D. (Duke, 1971); Robert D. Phillips, M.D. (Pennsylvania, 1952); Leo Potts, M.D. (Univ. of Adelaide, 1954); Richard Selman, M.D. (Emory, 1972); Cynia B. Shimm, M.D. (Yale, 1950); Robert M. Wells, M.D. (Tulane, 1954).

Associates: Lou Ann Crume, M.D. (Kentucky, 1986); Stephen Ford, M.D. (East Tennessee State, 1980); Caroline Haynes, M.D., Ph.D. (Duke, 1983); Jillian Kleiner, M.D. (Duke, 1985); Theresa A. Yuschok, M.D. (Northwestern, 1986).

Consulting Associates: Peter F. Adland, M.D. (Georgetown, 1975); Diana Jo Antonacci, M.D. (Southern Illinois, 1982); Ernest R. Braasch, M.D. (State Univ. of New York, 1970); Edward K. Bridges, M.D. (North Carolina at Chapel Hill, 1978); Lawrence Champion, M.D. (Wisconsin, 1973); Lida M. Jeck, M.D. (Duke, 1977); Duncan McEwen, M.D. (Tulane, 1982); Bruce Neeley, M.D. (Med. Coll. of South Carolina, 1975); Mindy Oshrain, M.D. (Duke, 1983); Peter Z. Perault, M.D. (Vermont, 1977); Roger Perilstein, M.D. (Temple, 1982); Ernest Raba, M.D. (Texas, 1972); Erin G. Russell, M.D. (Louisville, 1980); Kathleen Seibel, M.D. (Minnesota, 1985); Philip M. Spiro, M.D. (Yale, 1983); Nathan R. Strahl, M.D. (North Carolina at Chapel Hill, 1983); David M. Susco, M.D. (Pennsylvania State, 1983); Ronald L. Vereen, M.D. (Duke, 1981); Patricia Webster, M.S.N. (North Carolina at Chapel Hill, 1976); James R. Weiss, M.D. (Louisiana, 1973); James S. Wells, Jr., M.D. (North Carolina at Chapel Hill, 1977); Floyd C. Weisman, M.D. (Texas at Houston, 1982).

Instructors: Elizabeth Nicholes, P.A.C. (Duke, 1979); Thomas Stephenson, M.D. (Michigan, 1972).

Research Associate: Nicholas Potts, M.D. (Flinders Univ., 1988).

## DIVISION OF PSYCHIATRIC SOCIAL WORK

Assistant Professor: Joanne Turnbull, Ph.D. (Michigan, 1986), *Head of Division*.

Assistant Professor: Lisa Gwyther, M.S.W. (Case Western Reserve, 1969).

Clinical Assistant Professors: Carolyn H. Cole, M.S.W. (Wisconsin, 1972); Brenda Jo Kurz, Ph.D. (North Carolina at Chapel Hill, 1986); William S. Meyer, M.S.W. (Illinois, 1977).

Consulting Assistant Professor: William G. Saur, Ph.D. (Florida State, 1980).

Associates: Judith A. Carroll, M.S.W. (Wisconsin, 1986); Maxine R. Flowers, M.S.W. (Columbia, 1964); Mukti Fairchild, M.S.W. (North Carolina at Chapel Hill, 1976); Edward Lueth, M.S.W. (North Carolina at Chapel Hill, 1982); Diane E. Meglin, M.S.W. (Yeshiva, 1982); Jane Clark Moorman, M.S.W. (Tulane, 1971); Margaret Wilner, M.S.W. (Columbia, 1977).

Clinical Associates: Camille S. Arrington, M.S.W. (North Carolina at Chapel Hill, 1982); Edna M. Ballard, M.S.W. (North Carolina at Chapel Hill, 1980); Mary Jane Burns, M.S.W. (North Carolina at Chapel Hill, 1974); Barbara A. Gau, M.S.W. (North Carolina at Chapel Hill); Debbie Hill, M.S.W. (North Carolina at Chapel Hill, 1987); M. Jane Howard, M.S.S.W. (Texas, 1979); Herbert Klar, M.S.W. (Smith, 1977); Gael McCarthy, M.S.W. (North Carolina at Chapel Hill, 1985); S. Kay Patterson, M.S.W. (Ohio State, 1967); Peter Perlman, M.S.W. (North Carolina at Chapel Hill); Debra Jean Potter, M.S.W. (North Carolina at Chapel Hill, 1987); Andrew Silberman, M.S.W. (North Carolina at Chapel Hill, 1982); Eleanor T. Williams, M.S.W. (North Carolina at Chapel Hill, 1977).

Consulting Associates: Bess Autry, M.S.W. (North Carolina at Chapel Hill, 1976); Mary Ann Black, M.S.W. (North Carolina at Chapel Hill, 1970); Natalie R. Boorman, M.S.W. (North Carolina at Chapel



Hill, 1983); Lisa Gonzenbach, M.S.W. (North Carolina at Chapel Hill, 1987); Renate P. Guttman, M.S.W. (North Carolina at Chapel Hill, 1969); Stephen Hawthorne, M.S.W. (California, 1974); Nyra Hill, M.S.W. (North Carolina at Chapel Hill, 1978); Mary Gail Holton, M.S.W. (Richmond Professional Instit., 1966); Lois P. Minis, M.S.W. (North Carolina at Chapel Hill, 1981); Betty B. Parham, M.S.W. (Smith, 1971); Anne K. Parrish, M.S.W. (North Carolina at Chapel Hill, 1963); Joye S. Pursell, M.S.W. (North Carolina at Chapel Hill, 1978); William Sims, M.S.W. (Florida State, 1975); Carolyn Thornton, M.S.W. (North Carolina at Chapel Hill, 1968); Stella Waugh, M.S.W. (North Carolina at Chapel Hill, 1986).

Instructors: Joy Apperson, M.S.W. (Tennessee, 1979); Christine Bell, M.S.W. (North Carolina at Chapel Hill, 1977); Nan T. Birchall, M.S.W. (Pennsylvania, 1979); Linda L. Campbell, M.S.W. (North Carolina at Chapel Hill, 1981); Betsy B. Carey, M.S.W. (North Carolina at Chapel Hill, 1982); Mary Sue Cherney, M.S.W. (North Carolina at Chapel Hill, 1983); Laurie M. Conaty, M.S.W. (North Carolina at Chapel Hill, 1987); Marilyn Feinberg, M.S.W. (North Carolina at Chapel Hill, 1990); Eugene B. Glenn, M.S.W. (North Carolina at Chapel Hill, 1981); Judith Herman, M.S.W. (North Carolina at Chapel Hill, 1983); William S. High, M.S.W. (North Carolina at Chapel Hill, 1972); Barbara Keyworth, M.S.W. (North Carolina at Chapel Hill, 1981); Robert Laws, M.S.W. (North Carolina at Chapel Hill, 1978); Beatrice C. Laney, M.S.W. (North Carolina at Chapel Hill, 1983); Marilyn B. Meriweather, M.S.W. (Missouri, 1975); Ylana N. Miller, Ph.D. (California at Berkeley, 1975); Patrick J. Murphy, M.S.W. (Our Lady of the Lake, 1974); Jacqueline C. Parrish, M.S.W. (North Carolina at Chapel Hill, 1989); Elaine Perilstein, M.S.W. (North Carolina at Chapel Hill, 1988); Marilyn D. Reed, M.S.W. (Tulane, 1964); Linda Romeyn, M.S.W. (Michigan State, 1981); Danna G. Southerland, M.S.W. (North Carolina at Chapel Hill, 1990); Susan Sweney, M.S.W. (North Carolina at Chapel Hill, 1986); Mickey Tullar, M.S.W. (North Carolina at Chapel Hill, 1982); Jean Whicker, M.S.W. (North Carolina at Chapel Hill, 1990); Bobby Williamson, M.S.W. (Michigan State, 1979); Ann S. Willoughby, M.S.W. (North Carolina at Chapel Hill, 1988); Mary Ann Zabrycki, M.S.W. (Illinois, 1980); Geoffrey Zeger, M.S.W. (North Carolina at Chapel Hill, 1990).

## DIVISION OF SOCIAL AND COMMUNITY PSYCHIATRY

Associate Professor: Marvin S. Swartz, M.D. (Tufts, 1980), *Head of Division*.

Professors: Kurt Back, Ph.D. (Massachusetts Inst. of Tech., 1949); James H. Carter, M.D. (Howard, 1966); Linda K. George, Ph.D. (Duke, 1975); George L. Maddox, Ph.D. (Michigan, 1956).

Associate Professors: Jacquelyne J. Jackson, Ph.D. (Ohio State, 1960).

Associate Consulting Professor: Nicholas Stratas, M.D. (Toronto, 1957).

Assistant Professors: Deborah T. Gold, Ph.D. (Northwestern, 1986); Dan L. Tweed, Ph.D. (Iowa State, 1975).

Assistant Consulting Professor: Sally Johnson, M.D. (Jefferson, 1976).

Adjunct Assistant Professors: David B. Larson, M.D. (Temple, 1973); Keith G. Meador, M.D. (Louisville, 1982).

Assistant Medical Research Professors: Dana C. Hughes, Ph.D. (Kansas State, 1979); Lawrence R. Landerman, Ph.D. (Duke, 1978).

Associates: Martha E. Davidson, M.D. (Med. Coll. of Virginia, 1985); Thomas E. Sibert, M.D. (Baylor, 1983).

Clinical Associate: James N. Finch, M.D. (South Florida, 1981).

Consulting Associates: Gabrielle Batzer, M.D. (Georgetown, 1981); Jeffrey Brantley, M.D. (North Carolina at Chapel Hill, 1977); Eugene A. Douglas, M.D. (North Carolina at Chapel Hill, 1959); Stephen B. Fleishman, M.D. (Maryland, 1974); Gordon Lavin, M.D. (Case Western Reserve, 1978); James A. Smith III, M.D. (Howard, 1976).

Adjunct Associate: Mary Lou Melville, M.D. (Texas, 1971).

Research Associate: Jack K. Leiss, Ph.D. (North Carolina at Chapel Hill, 1989).

Lecturers: Robert Rollins, M.D. (Duke, 1956); N. P. Zarzar, M.D. (American Univ., Beirut, 1956).

Emeriti: Marie Baldwin, M.D.; Marianne Breslin, M.D.; Ewald W. Busse, M.D.; Edward Clifford, M.D.; Hallie Coppedge, M.S.W.; Bingham Dai, Ph.D.; John A. Fowler, M.D.; Ila H. Gehman, Ed.D.; Robert L. Green, M.D.; Harold Harris, M.D.; Dorothy K. Heyman, M.S.W.; Mary M. Huse, Ph.D.; Maurine B. LaBarre, M.S.W.; Erdman Palmore, Ph.D.; Joseph B. Parker, M.D.; John M. Rhoads, M.D.; Adriaan Verwoerd, M.D.; Martha L. Wertz, M.S.W.; William P. Wilson, M.D.

## Required Courses

**PSC-200.** Consists of sixty hours devoted to human behavioral sciences basic to medicine: behavioral neurobiology, individual psychology, and the social sciences. The class is divided into small groups of ten to twelve students, each group led by two senior faculty members, with contrasting knowledge, and a psychiatric resident. Group activity consists of discussion of assigned readings in all of the areas listed above as well as interviews of psychiatric and nonpsychiatric patients intended to demonstrate behavioral science principles as well as provide opportunity for development of interviewing skills.

**PSC-205.** Required during the second year is an eight-week clerkship in clinical psychiatry. The student assumes limited responsibility, under supervision, for diagnosis and treatment of patients on the psychiatric wards, psychiatric outpatient clinic, and psychosomatic consultation services on nonpsychiatric wards of the hospital. Supervision is directed toward the application of concepts of diagnosis, psychopathological formulation, and therapy. These concepts are taken from descriptive, biological, psychoanalytic, and psychosocial contributions to current psychiatric thought. Supervision is also provided to develop interpersonal techniques of sensitive observation and therapeutic use of self. Emphasis is placed upon concepts and techniques applicable to all patients as well as psychiatric patients. Didactic instruction includes seminars on symptomatic, characterological, and psychophysiological neurotic conditions; the major psychoses; psychiatric problems of childhood; adolescence and late life; drug and somatic therapies; the psychotherapies; and introductory electroencephalography. In addition to rounds and case conferences, students are encouraged to observe psychotherapy and to participate in supervised psychological treatment whenever appropriate situations can be provided.

### **Electives**

**PSC-210(B). Philosophy of Science and Behavioral Sciences.** A reading-discussion seminar reviewing the traditional (logical empiricist) view of scientific knowledge and method followed by consideration of recent developments of thought suggesting additions and modifications to that view. Implications for the behavioral sciences in medicine are emphasized. Weight: 1. *Hine*

**PSC-213(B). Human Development: Birth-Adolescence.** This course is a survey of the psychological development of the child from birth through adolescence. The first segment of the course is designed to provide the student with an awareness of some of the major theoretical orientations to child development including the psychoanalytic, Piagetian, and social learning positions. This is followed by a systematic study of the normal sequence of child development, focusing in particular on some of the major events in the cognitive, social, and emotional life of the child. The course is run in seminar fashion utilizing numerous theoretical and research papers as well as observation of children in naturalistic settings to facilitate class discussion. Students will also be required to familiarize themselves with research in child development by doing a review of the literature in a defined area. Weight: 2. *Curry*

**PSC-215(B). Comparative Personality Theory.** An examination of models of human functioning. Topics will include examples from psychoanalytic, interpersonal, humanistic, behavioristic and existential approaches with the goal of recognizing personality issues that may arise within the framework of the doctor-patient relationship. A paper covering empirical approaches is required. Weight: 1. *Crovitz*

**PSC-220(B). Sleep Disorders.** Students will initially be given a reading list and introduced to the Ambulatory Sleep Laboratory and its operations. Thereafter they will meet with the staff on four-day-a-week schedule to learn how sleep is scored in the laboratory and on a semi-weekly basis to discuss their reading. After about two weeks they will begin to formulate a research project to be carried out in the lab in conjunction with the staff. A written review of the reading and how it frames the hypotheses to be tested will be generated by the student. From this point on, further research readings will be assigned (or found by the student) to flesh out the background for the research as the project moves forward. The project will be expected to be of the quality to be formed into a manuscript and offered for publication. Data will be analyzed with the student participating fully with the staff in the statistical design and analysis. Weekly lab seminars will be used to discuss ongoing research in the lab. The student and his project will be a part of this ongoing seminar. Weight: 3. *Marsh, Erwin, and McCall*



**PSC-223(B). Neurobiological Basis of Behavior.** The course surveys neuroanatomical, neurophysiological, neurochemical and neuropharmacological evidence of central nervous system function as it relates to normal and abnormal behavior. Clinical description, measurements of function, as well as the biological substrates of affective disorders and psychoses will be emphasized. Scientific bases of current therapeutic procedures, especially psychopharmacological, will be examined. Course format consists of assigned readings, study questions, and lectures by faculty and other active researchers. Mid-term and final examinations are given. Each student is expected to critique a circumscribed area of research. Additionally, students will have an opportunity to become acquainted with, and to participate in, ongoing research. Weight: 4. *Ellinwood*

**PSC-238(B). Psychophysiology.** This seminar covers the major areas in psychophysiology: the correlation of body responses with states of mind. Major emphasis is given to use of EEG and evoked potentials in assessing cognitive attention and arousal functioning. Skin tension (especially in facial musculature) is examined in relation to emotion and mood. The study of sleep and its disorders is carried out by EEG, muscle tension, and eye movements. Experience and demonstration in the laboratory supplement the seminar discussion. Two exams, term paper, and class participation determine grade. Weight: 3. *Marsh*

**PSC-297(B). Ethnic and Minority Health Patterns and Problems.** Descriptive and analytical focus on the literature about ethnic and minority health patterns in the United States, the issues inherent therein, and the implications thereof for the delivery of medical services. Weight: 4. *Carter*

**PSC-299(B). Preceptorship in Behavioral Neurosciences.** Opportunity for the student to work closely with a member of the faculty in an area of mutual interest with emphasis upon research (see Behavioral Neurosciences Study Program for partial list of interest areas; more complete descriptions available). Weight: 1-18. *Ellinwood*

**PSC-305(B). Social and Cultural Aspects of Illness.** Seminar on medical-social roles in community and hospital. Topics include physician-patient relationship; epidemiology of illness and health services in terms of ecology, social stratification, race, deviance, and life cycle. Proposals for improving health services are examined. Students prepare and present to the seminar a term paper on a topic of their choice. Students wishing further work in one particular topic, such as Black sub-culture or gerontology, should take PSC 299B specifying particular interest. May be taken in conjunction with PSC 251C. Weight: 3. *Palmore and Maddox*

**PSC-227 (C). Behavioral Aspects Of Pediatrics.** This course will offer medical students the opportunity to study, as a part of an interdisciplinary team, the diagnosis and treatment of children and adolescents (ages 2-21) with a variety of psychiatric problems. This may include anorexia nervosa, bulimia, enuresis, encopresis, school phobia, psychosomatic disorders, tourette syndrome, suicidal and acting-out adolescents, chronically or terminally ill children and child abuse and neglect cases. Students will study principles of psychological development, psychoanalytic, and family systems theory. The student will participate in child, parent, and family interviews as an integral part of the treatment team. There will be an opportunity to be involved in the inpatient and outpatient treatment process on pediatric and adolescent psychiatric wards. C-L: PED 227C. Weight: 2-6. *D. Jones*

**PSC-234 (C). Clinical Psychopharmacology.** Experiences at John Umstead Hospital in clinical/research in one or more areas of psychopharmacology including clinical use of drugs, human experimental psychopharmacology, evaluation of drugs based on FDA guidelines, biometric approach to ratings of psychopathology, statistical models, use of computers in psychiatry and psychometric testing (mornings only). Weight: 4. *Wilson*



**PSC-240 (C). Inpatient Psychiatry.** This course is an intensive clinical experience in the diagnosis and treatment of severe and incapacitating psychiatric disorders. The student will be given more clinical responsibility than the comparable second year inpatient rotation. Patient care responsibilities will include management of ward milieu. Treatment approaches emphasizing psychotropic medication, individual, family, and group psychotherapy will be part of the clinical experience. Participation at selected patient care conferences and didactic lectures is expected. The rotation is available at Duke and the VA. The rotation at the VA will include admission decision-making. At Duke, specialty program experience is available. This experience can be structured to include a survey of the variety of residential treatment available in this area. If desired, a student can arrange for a special reading tutorial in related topics (e.g., schizophrenia). Weight: 8-6-3. *Cavenar and Oxley*

**PSC-241 (C). Clinical Management Of Psychiatric In-Patients.** Students will develop their skills and knowledge in caring for hospitalized psychiatric patients by performing a sub-internship role with close faculty supervision. They will learn treatment of major psychiatric illness by taking primary responsibilities for approximately eight patients/month. Weight: 4 or 9. *K. Rayasam*

**PSC-243 (C). Principles And Practice Of Outpatient Psychiatry.** Training and experience in recognizing and treating emotional disorders in outpatients. Supervised experience (primarily observational) with patients having emotional problems commonly seen in medical practice. This training will include theory and techniques of brief psychotherapy, medication management, supportive psychotherapy, and utilization of community resources both at Duke Hospital and neighboring agencies. Although it may be possible to do some clinical work in working with patients (i.e., interviewing, evaluations and possibly observing other people do therapy), the primary education will be in attending A.R.T.s, mini team, medication clinic, and various other seminars. Because of the nature of out-patient work it is suggested that the student take the longer (eight week section) rather than one of the shorter rotations. Please contact Dr. Ford at least eight weeks in advance to arrange this rotation. Weight: 3-8. *Ford*

**PSC-245 (C). Psychosomatic Medicine.** The consultation-liaison services at both Duke Medical Center and VA Hospital offer clinical clerkships in the management psychological problems of medical patients and somatic symptoms in psychiatric patients. The student does psychiatric consultations in various specialized medical and surgical services under supervision of residents and senior staff. Emphasis is placed on training the student in advanced interviewing techniques and in assessment and intervention for psychological reactions or depression due to medical illness. In the past, students have chosen among cardiac disease, oncology and death and dying, pain, hemodialysis, intensive care, and gynecologic problems. The site selected and the specific specialty area chosen depends on the availability and location of psychiatric consultants with those interests. The rotation is flexible. We will try to match student interests with the interests of available consultants. Students need to check with Dr. Volow (VA) or Dr. Varia (Duke) on the current availability of specialty areas. Weight: 4 or 8.

**PSC-251 (C). Community Psychiatry.** The student will develop a course based on selections from a variety of community and special population settings. This includes the Durham Mental Health Center and its component units (children's services, alcohol and drug abuse and dependency treatment programs, programs for the care and training of the mentally retarded and adult psychiatry services), the Federal Corrections Center at Butner, and the psychiatric service at the Lincoln Community Health Center. Students interested in this elective must contact Dr. Tom Sibert at least four (4) weeks prior to the term selected for this course in order to develop a program tailored to the student's interests. Weight: 4 or 8. *Swartz, Sibert, and Carter*

**PSC-255 (C). Marital And Family Factors In Medical Practice.** The student will develop knowledge in the basic theoretical and clinical concepts of the marital and family relationship and learn to recognize, evaluate, and treat patients who present with marital and family problems. The orientation will be for the physician delivering primary care. Emphasis will be placed on the relationship between marital dynamics and compliance with the treatment regimens and the course of different illnesses. Didactic and case material will be presented in seminar format. Students will be expected to present case material for discussion. Weight: 1. *Wells*

**PSC-260 (C). Neuropsychiatry.** Neuropsychiatry is the study of how alterations in brain structure and function produce disturbances in human behavior. In this course, the student will become familiar with the major neuropsychiatric syndromes: dementia, delirium, and selective organic mental syndromes such as organic personality syndrome (e.g., frontal lobe syndrome) and organic affective syndrome (e.g., post-stroke depression). The student will develop an understanding of diagnosis and treatment based upon a multidisciplinary clinical approach including specialized clinical neuropsychiatric exams. The patient population will be drawn from the Duke Medical Center and Durham VA Hospital psychiatry, neurology, and neurosurgery services. Depending on the site, the student may also have an opportunity to become familiar with specialized neuropsychiatric approaches including psychometric testing and neural imaging techniques such as EEG and computerized EEG, CT scan, MRI, cerebral blood flow, and PET scan. Depending on site, some customization of the elective can be arranged in advance. Weight: 2-4. *Volow*

**PSC-263 (C). Treatment Of Anorexia Nervosa And Bulimia.** The purpose of this course is to train students in recognizing and treating anorexia nervosa and bulimia. The experience is offered in a multi-model treatment setting and includes: participation in inpatient team meetings, individual psychotherapy sessions with inpatients, observation of family sessions, and participation in out-patient support groups. Weight: 4 or 8. *Rockwell and Ellinwood*

**PSC-264 (C). Theory and Practice of Psychiatry in a Private Hospital.** Evaluation, diagnosis and treatment of a wide variety of psychiatric problems, with special emphasis on those problems which best respond to long-term treatment approaches. The development and execution of an individualized treatment plan for each patient, as well as learning to coordinate treatment team members services is also stressed. Emphasis will be on the active involvement of the student in psychiatric hospital. (Highland Hospital) The student will work closely with senior staff psychiatrists toward that goal, as well as be involved in hospital-wide conferences. Weight: 4-9. *Selman*

**PSC-265 (C). Inpatient Adolescent And Family Psychiatry.** Adolescent and family psychopathology are emphasized in the full time clinical rotation at the Children's Psychiatric Institute, John Umstead Hospital, Butner. The experience offered is an intensive and rich one with opportunities to observe and treat patients and their families. Group and individual supervision, collaboration with milieu team members, and diagnostic and treatment conferences are heavily emphasized. Weight: 3. *Guajardo*

**PSC-266 (C). Clinical Management Of Adolescent Inpatients.** This course consists of well supervised clinical care for adolescents with various psychopathologic disorders. Each student will be an integral member of the clinical team with opportunities for participating in individual and group psychotherapy as well as family therapy and parent counseling. A senior staff psychiatrist will be assigned as a preceptor. Students may also choose to rotate through the Teer House Day Hospital. Students work with early adolescents and their families in a continuum of care setting. There will be opportunities to participate in family therapy sessions, recreational and educational activities, team meetings concerning patient management and substance abuse programs. The student will learn about adolescent development, family and parent



interactional problems as they impact on adolescent development and the common forms of adolescent psychopathology and their treatment in a day hospital setting. Weight: 4 or 8. Senior staff psychiatrist on the Teer House staff will serve as preceptors. *Anderson and Curry (for students working with adolescent inpatients), and D. Jones (for students working primarily in the Day Hospital Adolescent Psychiatry program).*

**PSC-267 (C). Clinical Child Psychiatry Outpatient Programs.** Under supervision, the student will perform diagnostic evaluations and short-term treatment with parents, children, and families and may participate in one or more of the following specialty programs: a) therapeutic kindergarten and elementary school; b) juvenile court clinic; c) conduct disorder clinic. Child development and the psychobiological and psychodynamic perspectives of childhood psychopathology will be emphasized. Weight: 3 or 6. *Keith and Lochman*

**PSC-275 (C). Assessment Of Sleep Disorders And Treatment.** The student will participate in our weekly Sleep Clinic which assesses three to four patients with sleep problems every Tuesday morning. This is followed by a conference which allows the staff and the students to discuss the cases seen in follow up. This conference is also used to discuss general problems in sleep disorders, quality control of our sleep evaluations, and recent research findings of relevance to the laboratory. The students will also come to the laboratory one morning per week to participate in the scoring of overnight polysomnographic recordings of patients receiving evaluation. They will be expected to learn the scoring system and perform some evaluations with staff supervision. There are numerous records in our laboratory upon which they may also practice to sharpen their skill. They will be free to participate in the several research questions being pursued in the laboratory by the staff. An introduction to the lab will provide the student with an overview of equipment, lab operations, and the ongoing research questions. A reading list will also be provided to allow the student to acquire background on the cases seen in the laboratory. Weight: 3. *Erwin, Marsh, and McCall*

**PSC-280 (C). Modern Psychotherapy I: Intensive Clinical Introduction.** In this full-time (or near full-time) introduction, the student participates actively in assessment of outpatients for psychotherapy, short-term psychotherapy of inpatients, ongoing psychotherapy groups, and family therapy sessions. In addition he/she attends seminars on the various psychotherapeutic approaches: psychoanalytically oriented, cognitive, behavioral, interpersonal, systemic, etc. Readings will be assigned and discussed. The student may pursue an area of special interest in greater depth with a selected preceptor. Weight: 4. *H. Kudler, E. Thompson, Gianturco, and Werman*

**PSC-281 (C). Modern Psychotherapy II: Extended Psychotherapy Experience.** The student will: (1) undertake the individual psychotherapy of a patient with weekly supervisory review by a faculty member of the therapy sessions or, (2) participate as cotherapist with a member of the faculty in the sessions of a therapeutic group or a family therapy with follow-up discussion of each session. This course may be elected for the twelve weeks of the fall term following Modern Psychotherapy, for twenty weeks (to the middle of the spring term) or, optimally, for the entire remainder of the fourth year. Two to four hours per week will be required. Some additional reading will be included. Prerequisite: Modern Psychotherapy I. Weight: 1 credit per 12 weeks. *H. Kudler, E. Thompson, Gianturco, Hawkins, and Werman*

**PSC-333 (C). Family Psychiatry And The Therapeutic Community: Durham County General Hospital.** Students will evaluate and treat patients within a family-oriented therapeutic community. The principles and practice of psychiatric diagnosis and treatment in a community setting will be stressed. Advanced students will participate in family therapy, group therapy, and the total management of the patient. Weight: 4-8. *Winton*



**PSC-335 (C). Research Preceptorship In Clinical Psychiatry.** This course allows the student to work on a research project in clinical psychiatry with selected members of the psychiatric staff. Weight: 3-8. *Nemeroff, clinical staff by arrangement*

**PSC-336 (C). Biology Of Depression.** This elective will focus on the diagnostic, nosologic, treatment, and research aspects of depression in adult and late life. The student will be delegated clinical responsibility and he/she will be closely involved with the treatment team of the Affective Disorders Specialty Clinic. Participation at team meetings and diagnostic conferences is expected. Weight: 4 or 8. *McDonald*

**PSC-337 (C). Geriatric Psychiatry.** The medical and clinical aspects of geriatric psychiatry with emphasis on diagnosis and management of geriatric patients in a variety of treatment facilities. Course includes attendance at scheduled conferences and supervised review of geriatric literature. Weight: 3-8. *Allen*

**PSC-343 (C). Clinical Aspects Of Alcohol And Drug Abuse.** This course offers a part-time or full-time experience at the Duke Alcoholism and Addiction Program or the VA Hospital in the diagnosis and treatment for patients who abuse alcohol and/or drugs. The interrelations of substance abuse with personality disorder and major psychiatric disorder is emphasized. Students may also choose to rotate on an in-patient/outpatient substance abuse program at Duke Alcohol Program or the VA Hospital. Weight: 4-8. *Mathew and Stein*

**PSC-353 (C). Correctional/Forensic Psychiatry - Adult And Adolescent.** Part-time or full-time experience in a correctional setting is offered. Diagnosis and treatment of adult and adolescent offenders with a variety of medical illnesses and behavioral disturbances are recognized. Elements of forensic psychiatry are stressed where appropriate. Supervision is provided by Duke faculty and the Central Prison Hospital and Mental Health Staff. Opportunities for participation in a wide range of original and continuing research are available. Weight: 2-9. *Carter*

## Radiology

Professor: Carl E. Ravin, M.D. (Cornell, 1968), *Chairman*.

### DIVISION OF IMAGING

Professor: N. Reed Dunnick, M.D. (Cornell, 1969), *Director*

Professors: James D. Bowie, M.D. (Oklahoma, 1967); James T. T. Chen, M.D. (Natl. Defense Med. Ctr., Taiwan, 1950); R. Edward Coleman, M.D. (Washington Univ., 1968); Herman Grossman, M.D. (Columbia, 1953); E. Ralph Heinz, M.D. (Pennsylvania, 1955); G. Allan Johnson, Ph.D. (Duke, 1974); James B. Duke Professor Charles E. Putman, M.D. (Texas at Galveston, 1967); Reed P. Rice, M.D. (Indiana, 1955); H. Dirk Sostman, M.D. (Yale, 1976); Leonard D. Spicer, Ph.D. (Yale, 1968); Michael R. Zalutsky, Ph.D. (Washington Univ., 1974).

Associate Professors: Mark E. Baker, M.D. (Loyola, 1978); William H. Briner, B.S. (Temple, 1954); Barbara Carroll, M.D. (Stanford, 1972); William Currie, Ph.D. (North Carolina at Chapel Hill, 1964); C. Craig Harris, M.S. (Tennessee, 1951); Ronald Jaszczak, Ph.D. (Florida, 1968); Salutarior Martinez, M.D. (Havana Univ., 1961); Roger H. Shannon, M.D. (George Washington, 1956); Daniel C. Sullivan, M.D. (Vermont, 1970); Robert H. Wilkinson, Jr., M.D. (Washington Univ. 1958).

Assistant Professors: Craig Beam, Ph.D. (Iowa State, 1988); Erol M. Beytas, M.D. (Vanderbilt, 1981); Orest B. Boyko, M.D., Ph.D. (Indiana, 1982); Michael F. Brothers, M.D. (Dalhousie, 1980); Hal Cecil Charles, Ph.D. (New Orleans, 1981); Andrew J. Collins, M.D. (New Jersey, 1983); James Dobbins III, Ph.D. (Wisconsin, 1985); Carey Floyd, Jr. (Duke, 1981); William Foster, Jr., M.D. (Duke, 1973); Edgardo Ismael Gimenez, M.D. (Univ. La Plata, Argentina, 1975); David J. Gulliver, M.D. (Univ. of Sydney, Australia, 1982); Michael W. Hanson, M.D. (West Virginia, 1974); Paul H. Hatten, M.D. (West Virginia, 1973); Barbara Hertzberg, M.D. (Duke, 1980); David J. Hilleren, M.D. (Wisconsin, 1982); John M. Hoffman, M.D. (Colorado, 1980); Phyllis J. Kornguth, M.D., Ph.D. (Boston, 1976); Richard A. Leder, M.D. (Boston, 1984); Linda Gray Leithe, M.D. (Ohio State, 1982); James R. MacFall, Ph.D. (Maryland, 1976); Denise M. Mulvihill, M.D. (Med. Coll. Pennsylvania, 1971); Scott N. Nadel, M.D. (Johns Hopkins, 1984); Glenn E.

Newman, M.D. (Duke, 1973); Charles Spritzer, M.D. (Pittsburgh, 1981); Robert Vandemark, M.D. (Upstate Med. Center, 1980); Therese M. Weber, M.D. (Oklahoma, 1985); Margaret Eileen Williford, M.D. (Duke, 1976).

Associates: John F. Donnal, M.D. (Virginia, 1983); Gonzalo Fernandez, M.D. (Bowman Gray, 1985); William P. Jones, M.D. (Tulane, 1984); Mark A. Kliever, M.D. (Duke, 1985); Mark H. Knelson, M.D. (North Carolina at Chapel Hill, 1985); John M. Knudson, M.D. (Texas A & M, 1986); James J. Norconk, Jr., M.D. (Miami, 1981); Erik K. Paulson, M.D. (Duke, 1985); William R. Protzer, M.D. (U.S. Uniformed Health Services, 1980); Marilyn A. Roubidoux, M.D. (Utah, 1984); Tobias Schifter, M.D. (North Carolina at Chapel Hill, 1986); Paul Suhocki, M.D. (Georgetown, 1985); Susan L. Tuori, M.D. (Boston, 1985); John P. Uglietta, M.D. (Georgetown, 1984); M. David Wiener, M.D. (New York Univ., 1984); John D. Wrench, M.D. (California, 1985).

Research Associates: John M. Brown, Ph.D. (North Carolina State, 1987); Harrell Chotas, Ph.D. (Vanderbilt, 1975); David R. Gilland, Ph.D. (North Carolina at Chapel Hill, 1989); Louis Humphrey (California at Berkeley, 1978); Jerome Z. Liang, Ph.D. (City Univ. of New York, 1987); Anthony Ribeiro, Ph.D. (California at San Diego, 1975); Bradley R. Smith, Ph.D. (Duke, 1988); David Wilkes, M.D. (Duke, 1987); Jing-Yuan Zheng, M.D. (Second Medical College, Shanghai, China, 1954).

## **DIVISION OF RADIATION ONCOLOGY**

Professor: Leonard Prosnitz, M.D. (State Univ. of New York, 1961), *Director*.

Professors: Randy Jirtle, Ph.D. (Wisconsin, 1975); Gustavo S. Montana, M.D. (Bogota, Columbia, 1960); James Oleson, M.D., Ph.D. (Arizona, 1976).

Associate Professors: Mark Dewhirst, Ph.D., D.V.M. (Colorado, 1979); Edward Halperin, M.D. (Yale, 1979); Marc Sontag, Ph.D. (Univ. of Toronto, 1969).

Assistant Professors: Mitchell Anscher, M.D. (Virginia, 1981); David Brizel, M.D. (Northwestern, 1983); Scott Clegg, Ph.D. (Arizona, 1988); Kenneth Leopold, M.D. (Pennsylvania, 1982); Lawrence B. Marks, M.D. (Rochester, 1985); Sharon Meyer, Ph.D. (Cornell, 1984); Thaddeus Samulski, Ph.D. (New York at Buffalo, 1975); David Spencer, Ph.D. (Univ. British Columbia, 1985); Kenneth B. Weeks, Ph.D. (Texas at Austin, 1978).

Associates: Gunilla C. Bentel (Orebro Lans Sjukskoterskeskola, 1961); Conrad Knight; Sujit Ray, Ph.D. (Duke, 1987).

Research Associates: James Blackburn, Deborah McLeod (North Carolina State, 1989).

Emeriti: George J. Baylin, M.D.; Fearghus O'Foghludha, Ph.D.

## **Required Course**

**RAD-200.** The basic course in radiology for all medical students is combined with physical diagnosis and laboratory diagnosis into IND-200. The course is a concentrated lecture series with correlating demonstration laboratories designed to provide a broad introductory exposure to the entire field of diagnostic radiology.

## **Electives**

**RAD-221(B). General Physics of Radiology.** Basic physics underlying radiation diagnosis and therapy emphasizing production and measurement of ionizing radiation and radiation interactions in tissue, physical rationale of radiation methods in clinical practice, survey of recent developments in radiological equipment, and radiation hazards. Weight: 2. *Johnson*

**RAD-223(B). Radioisotope Methods and Techniques in Biomedical Research.** Prerequisites: none required, RAD 221B suggested. Weight: 2. *Johnson, Currie, and Knight*

**RAD-227(B). General Radiobiology.** Basic fundamentals essential to an understanding of biological effects of ionizing radiation at the molecular, cellular, and organismal level. The course will cover the following topics: radiation physics, radiation chemistry, DNA repair, genetic effects, radiation carcinogenesis, radiation effects on the developing embryo and fetus, general radiation syndromes, oxygen effect, radiation protectors and sensitizers, tumor physiology, and hyperthermia. Weight: 2. *Jirtle*

**RAD-250(B). Research in Radiology.** An individually arranged experience in which the student identifies with and participates in an established research program of a faculty member. Program should be arranged with DPA and proposed faculty member well in advance of starting date. Weight: 1-18. *Effmann, Johnson, and Sostman*



**RAD-210 (C). Pediatric Radiology.** A specialized program of instruction and participation in the wide variety of radiographic examinations in the pediatric age group. Special correlation of these examinations to the problems of specific diagnosis and patient care will be made. Prerequisite: must contact Dr. Effmann prior to registration. Weight: 4 or 8. *Grossman and staff*

**RAD-211 (C). Clerkship In Neuroradiology.** A specialized program of detailed instruction in neuroradiology. The program includes participation in the performance and interpretation of a variety of examinations including cerebral angiography, pneumoencephalography, computerized axial tomography, nuclear magnetic resonance, myelography, cisternograph and others. Prerequisites: must contact Dr. Djang prior to registration. Weight: 4 or 8. *Heinz and staff*

**RAD-215 (C). Clinical Radiation Oncology.** Half of all cancer patients require radiation therapy of curative or palliative intent at some point in their care. This course provides clinical experience in evaluation, treatment, and follow-up of patients treated in the Division of Radiation Oncology. The course is particularly directed to students with career goals in medical, radiation or surgical oncology. Prerequisites: must contact Dr. Prosnitz before registration. Weight: 4 or 8. *Prosnitz and staff*

**RAD-229 (C). Basic Radiology Clerkship.** This course is designed to provide a broad exposure to various aspects of diagnostic radiology. The elective consists of: a) an informal lecture course, supplemented by student presentations; b) weekly rotations observing the performance and discussing the interpretation of radiographic procedures; c) use of an extensive teaching file of radiographs; d) viewing a series of audiovisual tapes. One week is spent on the chest rotation. The other rotations GI, GU, bone, neuro, pediatrics, vascular, nuclear medicine, body computed tomography and ultrasonography. Rotation to the Radiology Department at the VA Hospital may also be arranged. Weight: 4. *Ravin and staff*

## Surgery

James B. Duke Professor David C. Sabiston, Jr., M.D. (Johns Hopkins, 1947), *Chairman*.

### DIVISIONS OF GENERAL AND CARDIOTHORACIC SURGERY

Professors: William G. Anlyan, M.D. (Yale, 1949); James B. Duke Professor Dani P. Bolognesi, Ph.D. (Duke, 1964), Experimental Surgery; Bernard F. Fetter, M.D. (Duke, 1944); Mary and Deryl Hart Professor of Surgery Robert H. Jones, M.D. (Johns Hopkins, 1965); James E. Lowe, M.D. (California at Los Angeles, 1973); Joseph A. Moylan, Jr., M.D. (Boston, 1964); H. Newland Oldham, Jr., M.D. (Baylor, 1961); Alfred Sanfilippo, M.D. (Duke, 1975), Ph.D. (Duke, 1976), Experimental Surgery; Hilliard F. Seigler, M.D. (North Carolina at Chapel Hill, 1960); Delford L. Stickel, M.D. (Duke, 1953); Walter G. Wolfe, M.D. (Temple, 1963); W. Glenn Young, Jr., M.D. (Duke, 1948).

Medical Research Professors: Per-Otto F. Hagen, F.H.W.C. (Watt University, Edinburgh, Scotland, 1961), Experimental Surgery; Alphonse J. Langlois, Ph.D. (Duke, 1966), Experimental Surgery.

Consulting Professor: Steward M. Scott, M.D. (Baylor, 1951).

Associate Professors: Onyekwere Akwari, M.D. (Southern California, 1970); Darell D. Bigner, M.D. (Duke, 1965), Ph.D. (Duke, 1971), Experimental Surgery; Ralph R. Bollinger, M.D. (Tulane, 1970), Ph.D. (Duke, 1977); Gregory S. Georgiade, M.D. (Duke, 1973); John P. Grant, M.D. (Chicago, 1969); George S. Leight, Jr., M.D. (Duke, 1972); Thomas J. Matthews, Ph.D. (Missouri, 1971), Experimental Surgery; Richard L. McCann, M.D. (Cornell, 1974); William C. Meyers, M.D. (Columbia, 1975); Emil R. Petrusa, Jr., Ph.D. (University of Utah, 1979); Robert N. Sladen, M.B., Ch.B. (Univ. of Cape Town Med. Coll., South Africa, 1970); John L. Weinerth, M.D. (Harvard, 1967); Kent J. Weinhold, Ph.D. (Pennsylvania, 1979), Experimental Surgery.

Associate Consulting Professor: J. Scott Rankin, M.D. (Tennessee, 1969).

Adjunct Associate Professor: Jeffrey J. Collins, Ph.D. (Harvard, 1972), Experimental Surgery.

Assistant Professors: Steven J. Bredhoeft, M.D. (Kansas, 1974); Norbertus P. DeBruijn, M.D., M.Sc. (Univ. of Gronigen, 1976); James M. Douglas, Jr., M.D. (Duke, 1978); David N. DuBois, M.D. (Georgetown, 1983), Emergency Medicine; Donald D. Glower, Jr., M.D. (Johns Hopkins, 1980); Michael S. Gorbach, M.D. (Maryland, 1979); J. Dirk Iglehart, M.D. (Harvard, 1975); H. Kim Lyerly, M.D. (California at Los Angeles, 1983); Lawrence H. Muhlbaier, Ph.D. (North Carolina at Chapel Hill, 1981), Experimental Surgery; Barbara A. Murphy, M.D. (Med. Coll. of Pennsylvania, 1975), Emergency Medicine; Glenn E.



Newman, M.D. (Duke, 1973); Theodore N. Pappas, M.D. (Ohio State, 1981); Nicholas A. Shorter, M.D. (Johns Hopkins, 1979); Lloyd R. Smith, Ph.D. (Alabama, 1985); Peter K. Smith, M.D. (Duke, 1977); Ross M. Ungerleider, M.D. (Rush, 1976); Peter Van Trigt III, M.D. (Tulane, 1977); Walter B. Vernon, M.D. (Harvard, 1980); Frances E. Ward, Ph.D. (Brown, 1965), Experimental Surgery; David K. Wellman, M.D. (Duke, 1971), Emergency Medicine; Gary R. Whitaker, M.D. (Tulane, 1968), Emergency Medicine.

Assistant Medical Research Professors: Zeinab A. Abdel-Wahab, Ph.D. (Eastern Virginia, 1985), Experimental Surgery; Timothy L. Darrow, Ph.D. (State Univ. of New York, 1980); Jeffrey R. Marks, Ph.D. (California, 1985); Jon R. Wiener, Ph.D. (Virginia, 1983).

Assistant Clinical Professor: John W. Michael, M.Ed. (Northwestern, 1982).

Assistant Consulting Professors: George M. Bilbrey, Jr., M.D. (Alabama, 1962); Albert H. Bridgman, M.D. (Louisiana, 1956); Rollins S. Burhans, Jr., M.D. (Louisville, 1963); Gordon M. Carver, M.D. (Duke, 1948); Calvin P. Claxton, M.D. (Virginia, 1961); Eduardo Cuison, M.D. (College of Medicine and Surgery, Santo Tomas, 1967); John T. Daniel, M.D. (Howard, 1964); Hugh J. Donohue, Jr., M.D. (Duke, 1975); Thomas L. English, M.D. (Duke, 1969); Thomas J. Enright, M.D. (Buffalo, 1948); Peter A. Gentling, M.D. (Northwestern, 1964); Stephen P. Hetz, M.D. (Uniformed Services University of Health Sciences, 1982); Norman A. Hetzler, Jr., M.D. (Hahnemann, 1982); Charles A. Keller, Jr., M.D. (Louisiana State, 1959); Robert W. Kieffer, M.D. (Johns Hopkins, 1978); Walter J. Loehr, M.D. (Cornell, 1963); F. Maxton Mauney, Jr., M.D. (Duke, 1959); W. B. McCutcheon, Jr., M.D. (Virginia, 1952); Amir A. Neshat, M.D. (Isfahan University, Iran, 1960); Stephen K. Rerych, M.D. (Columbia, 1974); David E. Rivera, M.D. (Cornell, 1978); Guido F. Saldana, M.D. (Santo Domingo University, 1961); Craig D. Shriver, M.D. (Temple, 1984); B. Gray Taylor, M.D. (Harvard, 1948); James P. Weaver, M.D. (Pennsylvania, 1969); James S. Wilson, Jr., M.D. (North Carolina at Chapel Hill, 1975).

Associate: Hugh J. Thomson, M.B., Ch.B. (Aberdeen, 1977), Ch.M. (Aberdeen, 1984).

Medical Research Associate: Paul Hendrix, B.S. (Coll. of Charleston, 1970), B.H.S. (Duke, 1975).

Research Associates: Stefano Butto', Ph.D. (University La Sapienza, Rome, Italy, 1980); James W. Davis, M.S.E.E. (Duke, 1974); Gudrun Huper, M.A. (Stuttgart, Germany); Emmanuel C. Opara, Ph.D. (Univ. of London, 1984); Laurence T. Timsky-Clarke, Ph.D. (University of Paris, 1984).

## **DIVISION OF NEUROSURGERY**

Professor: Robert H. Wilkins, M.D. (Pittsburgh, 1959), *Chief*.

Professor: Blaine S. Nashold, M.D. (Louisville, 1949).

Associate Professors: Wesley A. Cook, Jr., M.D. (Oregon, 1963); Allan H. Friedman, M.D. (Illinois, 1974).

Assistant Professors: Michael F. Brothers, M.D. (Dalhousie University, Nova Scotia, 1980); Richard S. Kramer, M.D. (Duke, 1962); W. Jerry Oakes, M.D. (Duke, 1972); Ziaur Rahman, M.B. (Prince of Wales Med. Coll., India, 1968); Dennis A. Turner, M.D. (Indiana, 1975); Bruno J. Urban, M.D. (Germany, 1960).

Assistant Medical Research Professor: Roger Madison, Ph.D. (Duke, 1981).

Assistant Consulting Professors: Peter R. Bronec, M.D. (Duke, 1981); Bruce L. Kihlstrom, M.D. (North Carolina at Chapel Hill, 1972); Robert E. Price, Jr., M.D. (North Carolina at Chapel Hill, 1964).

Research Associates: Simon J. Archibald, Ph.D. (North Staffordshire Polytechnic, Bioengineering Unit, 1984); David L. Dupree, Ph.D. (Arizona, 1986); Janice O. Levitt, Ph.D. (Temple, 1963); Robert D. Pearlstein, M.S. (North Carolina at Chapel Hill, 1978); Gowri K. Pyapali, Ph.D. (Nehru University, India, 1989).

## **DIVISION OF ORAL SURGERY**

Associate Professor: John C. Angelillo, D.D.S., M.D. (Duke, 1970), *Chief*.

Assistant Professor: Thomas A. McGraw, D.D.S. (Pennsylvania, 1985).

Assistant Clinical Professor: Edward A. Dolan, D.D.S. (Maryland, 1974).

Assistant Consulting Professors: Donald R. Nelson, D.D.S. (Indiana, 1959); George A. Walsh, D.D.S. (Georgetown, 1972); Cornelius J. White, D.D.S. (Georgetown, 1951).

## **DIVISION OF ORTHOPAEDIC SURGERY**

Professor: James R. Urbaniak, M.D. (Duke, 1962), *Chief*.

Professors: Frank H. Bassett III, M.D. (Louisville, 1957); Frank W. Clippinger, M.D. (Washington, 1952); Donald E. McCollum, M.D. (Bowman Gray, 1953); James H. McElhaney, Ph.D. (West Virginia, 1964), Experimental Surgery.

Associate Professors: John A. Feagin, M.D. (Duke, 1961); John M. Harrelson, M.D. (Duke, 1964); James A. Nunley, M.D. (Tulane, 1973).

Associate Consulting Professor: Ralph W. Coonrad, M.D. (Duke, 1947).

Assistant Professors: Robert D. Fitch, M.D. (Duke, 1976); Reginald Hall, M.D. (Duke, 1983); William E. Garrett, M.D., Ph.D. (Duke, 1976); Richard D. Goldner, M.D. (Duke, 1974); Stephen N. Lang, M.D. (Illinois, 1965); Terry R. Malone, E.D.D. (Duke, 1985); Salutario Martinez, M.D. (Havana Univ., 1961); William J. Richardson, M.D. (Eastern Virginia, 1977).

Assistant Clinical Professor: William T. Hardaker, M.D. (Duke, 1973).

Assistant Consulting Professors: Robert C. Anderson, M.D. (Ohio State, 1977); Quinn H. Becker, M.D. (Louisiana State, 1956); Edward W. Bray III, M.D. (Med. Univ. of South Carolina, 1971); William J. Callison, M.D. (Vanderbilt, 1953); Edwin B. Cooper, Jr., M.D. (Duke, 1966); Joseph M. Erpelding, M.D. (Washington, 1981); J. Lawrence Frank, M.D. (Duke, 1965); Stephen A. Grubb, M.D. (Northwestern, 1974); C. Robert Lincoln, M.D. (Med. Coll. of Virginia, 1960); Angus M. McBryde, Jr., M.D. (Duke, 1963); Ronald J. Neimkin, M.D. (Cornell, 1975); William S. Ogden, M.D. (Med. Coll. of Georgia, 1965); Edwin T. Preston, Jr. M.D. (Duke, 1960); Glydon B. Shaver, Jr., M.D. (Tennessee, 1961); Gregory G. West, M.D. (Utah, 1982); Courtenay S. Whitman IV, M.D. (Rutgers, 1981).

Consulting Associates: Richard F. Bruch, M.D. (Illinois, 1972); Albert T. Jennette, M.D. (North Carolina at Chapel Hill, 1959); Ronald A. Pruitt, M.D. (Med. Coll. of Virginia, 1959); William A. Somers, M.D. (Duke, 1972).

Research Associate: Anthony V. Seaber.

## **DIVISION OF OTOLARYNGOLOGY**

Professor: William R. Hudson, M.D. (Bowman Gray, 1951), *Chief*.

Associate Professors: T. Boyce Cole, M.D. (North Carolina at Chapel Hill, 1962); Joseph C. Farmer, Jr., M.D. (Duke, 1962); Patrick D. Kenan, M.D. (Duke, 1959).

Associate Medical Research Professor: John H. Casseday, Ph.D. (Indiana, 1970).

Assistant Professors: Samuel R. Fisher, M.D. (Duke, 1975); John T. McElveen, Jr., M.D. (North Carolina at Chapel Hill, 1978).

Assistant Medical Research Professors: Eric Javel, Ph.D. (Pittsburgh, 1972); Christopher Van den Honert, Ph.D. (Case Western Reserve, 1979).

Assistant Consulting Professors: Beverly J. Adams, M.D. (Duke, 1977); Charles E. Clark III, M.D. (Michigan, 1968); Berrylin J. Ferguson, M.D. (Duke, 1980); Lynn A. Hughes, M.D. (Oklahoma, 1968); Clay W. Whitaker, M.D. (Western Reserve, 1952); C. Emery Williams, M.D. (Louisiana, 1963).

Adjunct Assistant Professors: Charles C. Finley, M.D. (North Carolina at Chapel Hill, 1983); Blake S. Wilson, B.S. (Duke, 1974).

Consulting Associates: Peter G. Chikes, M.D. (North Carolina at Chapel Hill, 1972); Edward V. Hudson, M.D. (Bowman Gray, 1962); Charles H. Mann, M.D. (West Virginia, 1966); Hubert C. Patterson, M.D. (North Carolina at Chapel Hill, 1974).

## **DIVISION OF PLASTIC AND MAXILLOFACIAL SURGERY**

Professor: Donald Serafin, M.D. (Duke, 1964), *Chief*.

Professors: Robert M. Mason, D.M.D. (Kentucky, 1977), M.S.O. (North Carolina at Chapel Hill, 1979), Orthodontics; Galen W. Quinn, D.D.S. (Creighton, 1952), Orthodontics.

Associate Professors: John C. Angelillo, D.D.S. (Duke, 1970); Gregory S. Georgiade, M.D. (Duke, 1973).

Associate Clinical Professor: Ronald Riefkohl, M.D. (Tulane, 1972).

Associate Consulting Professor: Verne C. Lanier, Jr., M.D. (Vanderbilt, 1966).

Assistant Professors: James A. Hoke, D.D.S. (Ohio State, 1972), M.S. (Michigan, 1976), Dentistry; Gregory L. Ruff, M.D. (Michigan, 1978).

Assistant Medical Research Professor: Bruce M. Klitzman, B.S.E. (Duke, 1974), Ph.D. (Virginia, 1979).

Assistant Clinical Professors: William J. Barwick, M.D. (Tennessee, 1971); Martha A. Keels, D.D.S. (North Carolina at Chapel Hill, 1984), M.S., Ph.D. (North Carolina at Chapel Hill, 1990), Dentistry.

Consulting Associate: James T. White, D.D.S. (Loyola, 1966), M.S. (North Carolina at Chapel Hill, 1976), Dentistry.

Research Associate: Ruth S. Georgiade, M.A. (Duke, 1950).

## **DIVISION OF UROLOGIC SURGERY**

Professor: David F. Paulson, M.D. (Duke, 1964), *Chief*.

Professors: E. Everett Anderson, M.D. (Duke, 1958); Culley C. Carson III, M.D. (George Washington, 1971); Lowell R. King, M.D. (Johns Hopkins, 1956).

Associate Professors: Philip J. Walter, M.D., Ph.D. (Duke, 1975); George D. Webster, M.B., Ch.B. (Univ. Coll. of Rhodesia, 1968); John L. Weinerth, M.D. (Harvard, 1967).

Associate Consulting Professors: John H. Grimes, M.D. (Northwestern, 1965); Jack Hughes, M.D. (Pennsylvania, 1943).

Assistant Professors: Andrew F. Meyer, M.D. (New York, 1969); Cary N. Robertson, M.D. (Tulane, 1977).

Assistant Medical Research Professors: John W. Day, Ph.D. (Iowa, 1972); Karen S. Webb, Ph.D. (North Carolina at Chapel Hill, 1973).

Assistant Consulting Professors: A. James Coppridge, M.D. (Virginia, 1953); Joseph A. Fernandez, M.D. (Mississippi, 1975); Hector H. Henry II, M.D. (Tulane, 1965); Raymond E. Joyner, M.D. (Bowman Gray, 1968); Ignacio Sarmina, M.D. (Med. Coll. of Ohio, 1982); Earl L. Shook, Jr., M.D. (New York Med.



Coll., 1952); Sigmund I. Tannenbaum, M.D. (Duke, 1975); Edwin M. Tomlin, M.D. (Tennessee, 1946); Wade S. Weems, M.D. (Duke, 1962).

Associates: Steven C. Flashner, M.D. (Jefferson, 1982); Steven H. Herman, Ph.D. (Duke, 1977).

Consulting Associates: James A. Bergant, M.D. (Kansas, 1969); Alexander Maitland III, M.D. (Yale, 1955); Randall B. Vanderbeek, M.D. (Duke, 1963).

Medical Center Instructors: Robert W. Andrews, M.D. (Bowman Gray, 1980); Oscar W. Brazil, Jr., M.D. (Louisiana, 1961).

## **PROGRAM IN HEARING AND SPEECH DISORDERS**

Associate Professor: Bruce A. Weber, Ph.D. (Illinois, 1966).

Assistant Professor: Jennifer Horner, Ph.D. (Florida, 1977).

Assistant Clinical Professor: John E. Riski, Ph.D. (Florida, 1976).

Adjunct Assistant Professor: Linda Mack, M.A. (Florida, 1984).

Associates: Burton B. King, M.A. (Northwestern, 1955); Robert G. Paul, Ph.D. (Oklahoma, 1969).

Emeriti: D. Bernard Amos, M.D.; Lennox D. Baker, M.D.; Eugene D. Day, Ph.D.; John E. Dees, M.D.; Clarence E. Gardner, Jr., M.D.; Nicholas G. Georgiade, D.D.S., M.D.; J. Leonard Goldner, M.D.; Guy L. Odom, M.D.; William P. J. Peete, M.D.; Raymond W. Postlethwait, M.D.; Will C. Sealy, M.D.; James H. Semans, M.D.; William W. Shingleton, M.D.

### **Required Course**

**SUR-205.** The required course in surgery, is given in the second year and consists of an eight week clinical clerkship. The primary goal is the presentation of those concepts and principles which characterize the discipline of surgery. The fundamental features which form the foundation of surgical practice are presented at seminars three times weekly. The subjects discussed include antisepsis, surgical bacteriology, wound healing, inflammation, fluid and electrolyte balance, shock, the metabolic response to trauma, biology of neoplastic disease, gastrointestinal physiology and its derangements, and blood coagulation, thrombosis, and embolism.

The students are divided into two groups, one at Duke and the other at the Veterans Administration Medical Center, and each works with two members of the surgical faculty. Students are assigned patients on the surgical wards for diagnosis and management, and clinical rounds are made three times weekly with the faculty. A full-time teaching resident is assigned for the course in order to provide the students with continuous and readily available instruction at all times. A one hour session is devoted daily to demonstrations by the surgical specialties including neurosurgery, orthopaedics, otolaryngology, plastic surgery, and urology. The students attend a weekly session in experimental surgery, during which each student serves in rotation as the anesthesiologist, first assistant, and operating surgeon in performance of surgical procedures on experimental animals.

### **Electives**

**SUR-219 (C). Advanced General And Thoracic Surgery (VA Hospital).** The student will function as a sub-intern in surgery. Special attention will be given to those subjects in surgery common to all medical practices. Patients will be assigned to the students who will assume primary responsibility for their care under the supervision of the faculty and residents. The major emphasis will be on physiologic and pathologic changes, diagnosis, indications for operation, and observation of surgical procedures. Prerequisite: permission of Dr. Moylan. Weight: 8. *Moylan and Wolfe*

**SUR-221 (C). Surgical Specialties And Ophthalmology (VA Hospital).** The student will attend selected conferences of all the surgical specialties and ophthalmology. Additionally, he will select two or three of these specialties in which to concentrate experience (on one service at a time) in the operating rooms, clinics, and wards of the VA Hospital. Pathophysiology, diagnosis, and treatment will be emphasized. Weight: 8. *Walther, Pollack, Moylan, Fisher, Turner, and Harrelson*



**SUR-227 (C). Advanced Urologic Clerkship.** The diagnosis, management and surgical treatment of patients with urologic disorders will be stressed. Students will be afforded intimate association with the entire staff in the clinics, wards and operating rooms and will participate in surgery. Cystoscopic and urographic diagnostic methods along with other techniques will be taught. Weight: 4 or 8. *Paulson, Anderson, King, Weinerth, Webster, Carson, Walther, Robertson, and Dunnick*

**SUR-228 (C). Clerkship In Pediatric Urology.** Designed to give an overview of urologic problems in the pediatric population. Will include patient contact and seminar material as well as ward and operating room experience in the diagnosis, treatment, and long-term follow-up of children with urologic disease. Weight: 4. *King*

**SUR-230 (C). Seminar In Urologic Diseases And Techniques.** Lecture/seminar course by members of the staff in Urology and Radiology providing an introduction to the spectrum of urologic diseases amplified by demonstration of urologic and radiologic diagnostic methodology. Clinical problems to be stressed include pediatric urology, obstructive uropathies, urinary calculi, male infertility, impotence, trauma, urodynamics, reconstructive urology and urologic malignancies. Informal seminars given weekly. Weight: 2. *Paulson, Anderson, King, Weinerth, Webster, Carson, Walther, Robertson, and Dunnick*

**SUR-233 (C). Basic Neurosurgery Course.** Disease conditions commonly encountered by neurosurgeons are presented. Clinical presentation of a disorder such as brain tumor or head injury is made by a member of the staff. Clinical features and plan of diagnostic investigation are stressed. The clinical disorder is used as a focal point from which to carry the presentation into the basic sciences that are related to the clinical problem. Prerequisites: student must have the approval of Dr. Cook to register for this course. Weight: 1. *Cook, Wilkins, Kramer, Oakes, Turner, and Friedman*

**SUR-234 (C). Pediatric Neurosurgery.** Survey of the major neurosurgical topics encountered in the pediatric age group. Emphasis will be given to the demonstration of clinical findings, necessary radiographic evaluation, and therapeutic alternatives in selected disease processes. Prerequisite: student must have approval of Dr. Oakes to register for this course. Weight: 1. *Oakes*

**SUR-235 (C). Clinical Neurosurgery.** The course is designed for those students with a career interest in one of the neurological sciences. Duties include the work up and care of inpatients, work up of clinic patients, assistance in the operating room, daily rounds, and night call. Weekly conferences are held in neurosurgery, neurology, neuropathology and neuroradiology. There are also special lectures. Prerequisites: student must have the approval of Dr. Wilkins to register for this course. Weight: 4 or 8. *Wilkins, Nashold, Cook, Kramer, Oakes, Turner, and Friedman*

**SUR-236 (C). Intermediate Clinical Neurosurgery.** This elective, intended as an intermediate experience between SUR 233C and SUR 235C, focuses on the clinical presentation of common neurosurgical disorders, radiographic evaluation, and therapeutic options, including the indications and contraindications for surgical intervention. The student will work up one to three patients in the evening and assist at their operations the following day either once or twice per week and will attend the 8:00 a.m., Saturday, neurosurgical conference. Prerequisites: permission of instructor. Weight: 1 or 2. *Wilkins*

**SUR-237 (C). Investigative Neurosurgery.** The student is assigned a project relating to neurologic sciences and, within reason, is provided with technical help, recording equipment, and experimental animals necessary for its completion. Each student plans and executes his own individual project with the help of the neurosurgery staff. Attendance at weekly conferences is also required. Prerequisites: SUR 235C suggested.

The student must have the approval of Dr. Wilkins to register for this course. Weight: 8. *Wilkins, Nashold, Kramer, Friedman, and Turner*

**SUR-239 (C). Clinical Otolaryngology.** This course will provide the student with a comprehensive survey of clinical otolaryngology. Duties will include participation in both outpatient clinic activities and inpatient care in addition to assisting in the operating room. The student will participate in ward rounds and in various conferences held by the division. Weight: 4 or 8. *Hudson, Kenan, Cole, Farmer, Fisher, and McElveen*

**SUR-240 (C). Otolaryngology Seminar.** This conference and demonstration course will provide an introduction to a variety of clinical problems in otolaryngology. Lectures will be supplemented with case presentations illustrating problems encountered in this field. Weight: 1. *Hudson*

**SUR-242 (C). Biological Basis of Hearing.** An examination of the relation of anatomy and physiology of the central auditory system to auditory discriminations. Original papers on neuroanatomy, electrophysiology, and psychophysics of hearing will be read and discussed. (Also listed as Psychology 286 in Graduate Bulletin). Prerequisites: approval of instructor required. Weight: 3. *Casseday*

**SUR-244 (C). Introduction Plastic, Reconstructive and Maxillofacial Surgery.** This course is designed for students who may have a future interest in plastic surgery. Duties include the preoperative evaluation of patients, assisting in the operating room, making daily ward rounds and the participation in conferences. Weight: 4. *Serafin, Barwick, G. Georgiade, N. Georgiade, Riefkohl, and Ruff*

**SUR-245 (C). Advanced Plastic, Reconstructive and Maxillofacial Surgery.** This course is designed for students with a demonstrated interest in plastic and reconstructive surgery. Duties include active participation in the care of patients on the Resident Service. Emphasis is placed on preoperative evaluation, assisting in the operating room, making daily ward rounds, and the participation in conferences. Students will also be expected to attend the Cleft Palate Board and resident clinics. Responsibilities also include participation in the care of acutely injured patients treated in the Emergency Room. Weight: 8. *Serafin, Barwick, G. Georgiade, N. Georgiade, Riefkohl, and Ruff (Clifford, Mason, Riski, Weber)*

**SUR-246 (C). Clerkship In Plastic and Reconstructive Surgery.** The student participates in evaluation and management of plastic surgery patients including preoperative assessment, surgical assistance, and postoperative follow-up in a private office and at Durham County General Hospital. Daily seminars cover core topics such as skin and surgical techniques, wound healing, and scars. Prerequisite: permission of instructor. Weight: 4. *Janier*

**SUR-247 (C). Plastic Surgery Research.** Students will be engaged in scholarly activities which are active, in-depth learning experiences related to microvascular, plastic, and/or reconstructive surgery. The students will be expected to design, execute, and analyze data and to formulate hypotheses and draw conclusions from their projects. Weight: 1-8. *Klitzman and Serafin*

**SUR-255 (C). Directed Study In Speech/Language Pathology and Audiology.** Individual directed study in selected topics concerning normal and abnormal hearing, language and speech functions. In consultation with a faculty member, each student will select one or more topics within the following areas: (a) the auditory system and hearing loss; (b) development and disorder of language and speech of children; (c) language and speech disorders of neurologically impaired adults (aphasia, dementia, neglect, dysarthria, dysphagia syndromes); (d) voice disorders and laryngectomy; (e) speech disorders secondary to cleft palate and other craniofacial anomalies; (f) stuttering. Emphasis on fundamentals of normal and abnormal function and principles of evaluation and management of



disorders in each area. Prerequisite: permission of instructor. Weight: 1. *Kunze, Weber, Horner, Riski, and King*

**SUR-259 (C). General Principles of Orthopaedics.** A full experience on the Orthopaedic Service with duties and responsibilities similar to a junior intern. Inpatient care, outpatient examination, and operating room experience are included. Individual or group discussions each day with attending staff/residents. The purpose of the course is to present broad concepts of orthopaedics to students planning general practice, pediatrics, allied surgical specialties or orthopaedics. Weight: 4 or 8. *Urbaniak, Clippinger, McCollum, Bassett, Harrelson, Hardaker, Nunley, R. Goldner, Garrett, Fitch, Lang, Richardson, Feagin, and Hall*

**SUR-261 (C). Office and Ambulatory Orthopaedics.** A full or part-time experience on the Orthopaedic Service with duties and responsibilities similar to a junior intern. Inpatient care, outpatient examination, and operating room experience are included. Individual or group discussions each day with attending staff. The purpose of the course is to offer clinical experience to students who have completed SUR 259C. Rotations will be similar to those of SUR 259C. Prerequisites: SUR 259C. Weight: 8. *Bassett, Clippinger, McCollum, Urbaniak, Coonrad, Lincoln, Lang, Frank, Harrelson, Hardaker, R. Goldner, Garrett, Nunley, Richardson, Feagin, and Hall*

**SUR-267 (C). Introductory Clinic Course in Cerebral Palsy and Children's Orthopaedics.** This introductory clinic course is arranged for those interested in neurological disease, pediatric orthopaedic problems, and related fields. This will give the student a working experience in the examination and evaluation of patients under clinical conditions which demonstrates both the individual and multidisciplinary group approach to the whole patient with complex neurologic and orthopaedic conditions as they affect both growth and development. Out-patients and in-patients are utilized for subject material. Staff personnel are readily available for individual discussion and seminars. Weight: 2 or 4. *Coonrad, Fitch, and cerebral palsy staff*

**SUR-276 (C). Advanced Clerkship in Pediatric Surgery.** This course is designed to familiarize the student with the whole range of surgical problems in children, but with emphasis on the pathophysiology of surgical and related problems in the newborn infant and the total care of the child with a malignancy. The student is encouraged to participate fully in the patient care aspects of the service and is considered an integral part of the patient care team. Although the course may be taken for the full eight weeks, it is felt that a four week experience is probably optimal for most students. It may be combined with other advanced surgical clerkships such as Surgery 299C or with four weeks of neonatology, Pediatrics 225C, or other courses depending on the interests of the student. Prerequisites: brief pre-enrollment interview with Dr. Shorter. Weight: 4 or 8. *Shorter*

**SUR-277 (C). Orthopaedic Research.** Individual projects are assigned for completion during a limited period of time. A student works with an investigator in the orthopaedic laboratory either at Duke Medical Center or the Durham Veterans Administration Hospital. Clinical investigation studies are also available at both institutions. Weight: 8. *Urbaniak, Bassett, Harrelson, R. Goldner, Garrett, orthopaedic senior staff, and house staff*

**SUR-281 (C). Introduction To Fractures and Musculoskeletal Trauma.** Students will participate in the emergency management of patients through the Duke Emergency Room or through Durham County General Hospital. Principles of fractures in trauma will be given throughout the week at specified times. Attendance at Fracture Conference will be required on Wednesdays and Saturdays at 7:00 a.m. in addition to two nights on call in the emergency room of either Duke University Medical Center or Durham County General Hospital. Seeing patients in the Out-Patient Clinic one day per week is required.



Entire orthopaedic staff at Duke or Durham County General Hospital supervised by Dr. Urbaniak at Duke, Dr. Lincoln at Durham County General Hospital. Weight: 3.

**SUR-282 (C). Advanced Surgery—Emphasis Cancer.** Advanced concepts in surgical oncology will be presented in seminars as well as in ward, tumor clinic, and operating room experiences. Seventy-five percent of student time will be devoted to clinical cancer management and related basic science topics. The remaining twenty-five percent will relate to surgery in general. Weight: 8. *Seigler, Leight, Meyers, and Wolfe*

**SUR-283 (C). Advanced Surgery—Emphasis Cardiovascular/Thoracic.** Advanced concepts in surgery will be presented in seminars and in ward, clinic, and operating room experiences. Fifty to seventy-five percent of the time will be devoted to cardiovascular/thoracic surgery and related basic topics and the remainder to surgery generally. Weight: 8. *Sabiston, Jones, Lowe, Smith, Ungerleider, Van Trigt, Wolfe, and Young*

**SUR-284 (C). Advanced Surgery—Emphasis Transplantation.** Advanced concepts in surgery will be presented in seminars and in ward, clinic and operating room experiences. Fifty percent of the time will be devoted to clinical transplantation of the kidney, liver, pancreas, and related basic topics. The remainder of the time will be spent on surgery, generally. Weight: 8. *Bollinger, McCann, Meyers, Stickel, Weinerth, and Vernon*

**SUR-299 (C). Advanced Surgical Clerkship.** This course is structured to provide the student with a comprehensive approach to surgical disorders. Each student will work in the clinics, on the wards, and in the operating rooms side by side with *one* senior surgeon to be selected from this list: Sabiston, Akwari, Bollinger, Douglas, G. Georgiade, Glover, Grant, Iglehart, Jones, Leight, Lowe, Lyerly, Meyers, McCann, Oldham, Pappas, Peete, Seigler, Smith, Stickel, Ungerleider, Van Trigt, Vernon, Wolfe, and Young. Weight: 4 or 8.

**SUR-301 (C). Emergency Department Surgical Care.** Students desiring additional experience working with care of emergency surgical patients will be assigned to the Emergency Department one night per week for each credit desired. They will participate in the diagnosis and care of acute and traumatic surgical emergencies. Weight: 1-3. *Wellman*

**SUR-303 (C). Trauma Service.** This course is designed to provide students interested in trauma care with further experience both in the Emergency Department and on the Inpatient Trauma Service. The course will emphasize both triage and resuscitation for major and minor emergency problems in the Emergency Department and also pre- and postoperative care on the Inpatient Trauma Service. The student will have a full-time experience by assuming duties and responsibilities similar to a junior intern. Emphasis will be placed on developing skills in the care of patients with multisystem injuries in the Emergency Department, Inpatient Service, and Operating Room. Students will work in conjunction with the attending staff and the residents on the Trauma Service. Weight: 4. *Moylan, G. Georgiade, Pappas, and Vernon*

**SUR-304 (C). Nutrition in the Hospitalized Patient.** This course is designed to acquaint students with the techniques of nutritional assessment including somatic protein, visceral protein mass, body fat mass, immune competence, and metabolic balance studies. Students will learn to determine basal energy expenditure and nitrogen requirements. The metabolic effects of acute and chronic starvation as well as stress and infection and the role played by these events in the hospital course of patients will be studied. Emphasis will be placed on techniques of nutritional support including routine and specialized hospital diets, routine and modular tube feeding diets, peripheral intravenous protein sparing and total parenteral nutrition. At the completion of the course, students will have a thorough grasp of clinical nutrition and be able to apply specialized oral diets, tube feeding diets, and intravenous nutrition. Weight: 1. *Grant*

## Special Interdisciplinary Course

**IND-300(B or C). Interdisciplinary Seminar In Medical-Legal-Ethical Issues.** The seminar will be composed of students in approximately equal number from the Medical, Divinity, and Law Schools and will explore important medical, legal, and ethical features of current issues (e.g., transplantation, euthanasia, abortion). Faculty and resource persons from all three schools will participate in the seminar. Up to four introductory sessions in the fall semester for all participating students and faculty will be concluded with arrangement of interdisciplinary terms and selected topics. Student teams will meet during the winter and consult at intervals with faculty. All semester participants will re-assemble for a series of weekly meetings ending in mid-March to present and discuss the topics researched. Any topics properly focused may be considered. Course covers fall section 82 and spring section 81. C-L: IND 300B. Weight: 2. *Gianturco (Medical), Shimm (Law), Smith (Divinity) and other faculty members from all three schools*

## Special Interdisciplinary Training Programs

**BSP-301 (B). Behavioral Neurosciences Study Program.** This study program is designed for third-year medical students to obtain an integrative understanding of the basic processes underlying normal and pathological human and laboratory animal behavior. The course and preceptorship offerings will familiarize the students with significant developments in the behavioral neurosciences, investigative methodology used to examine human behavior and its neurobiological underpinnings, and the application of these findings to medicine. As an example, they will be provided with the neuroanatomical, histochemical, neuroimmunological, neuropharmacological, and neurobehavioral basis of prescribing anxiolytics, antidepressants, and other neurotropic drugs.

Students are encouraged to select an area of research concentration and then arrange to match their interests with a faculty member as a research preceptor by discussing the array of options with a Study Program Director. They will be given the opportunity to focus on some determinant of human behavior which may include neurobiological, developmental, or psychosocial factors. Students may choose to spend a significant portion of their time in a closely supervised laboratory with associated library research in an area of the student's interest, resulting in a published report of the work. Specific science interests can be augmented through seminars, guided readings, and appropriate courses providing a greater familiarity with current issues in the biobehavioral sciences. The following course work is required of all students: PSC 223B Neurobehavioral Basis of Behavior.

The following courses, although not required, are recommended for consideration: PSC 360B Neuropharmacology, PHR 372B Cellular Endocrinology, NBI 270B Neurobiology, PSC 213B Human Development I. Birth through Adolescence, PSC 215B Comparative Personality Theory.

Alternatives to the intensive laboratory research concentration are also offered. In addition to courses in the Department of Psychiatry, students may take courses given in the medical and graduate schools.

Faculty: Garth Bissette, Ph.D.; George L. Maddox, Ph.D.; Dan Blazer, Ph.D.; Roy Mathew, M.B.B.S.; Everett H. Ellinwood, Jr., M.D.; Charles Nemeroff, Ph.D.; Linda K. George, Ph.D.; Erdman B. Palmore, Ph.D.; Jau-Shyong Hong, Ph.D.; Saul M. Schanberg, M.D., Ph.D.; Clinton Kilts, Ph.D.; Susan S. Schiffman, Ph.D.; Cynthia Kuhn, Ph.D.; Rochelle Schwartz, Ph.D.; James E. Lee, M.D.; Richard S. Surwit, Ph.D.; David J. Madden, Ph.D.; Richard Weiner, M.D., Ph.D.; Jay M. Weiss, Ph.D.; Redford B. Williams, M.D.

Program Directors: Dr. Everett Ellinwood and Dr. Cynthia Kuhn

**BMS-301 (B). Biometry and Medical Informatics Study Program.** This study program offers students the opportunity to explore, in the context of a biomedical application, one or more of the basic disciplines by which data are collected, stored and analyzed, hypotheses are constructed and knowledge is integrated. These core dis-



ciplines include: artificial intelligence, biostatistics, database methods, decision theory, epidemiology, hardware design and instrumentation, imaging, signal analysis, simulation and modeling, and systems development. The emphasis, therefore, is on study and research into the methodological principles of biometry and medical informatics which are involved in biomedical problem-solving situations rather than on the area of biomedical science in which the application occurs.

Because of the multidisciplinary nature of this program, a student may either select a preceptor from one of the core biometry and medical informatics laboratories or two faculty preceptors. In the latter case, a discipline preceptor will have a background in biometry, computer science, engineering or epidemiology; an applications preceptor will have a background in a medical basic science or clinical science area and will be involved with a project utilizing one of the disciplines that constitute biometry and medical informatics.

The student, together with the faculty preceptors, will design an appropriate study plan which concentrates on one or two core disciplines. This plan will consist of the following three components.

**Individual research project:** Under the supervision of the discipline and applications preceptors, students will participate in an individual research experience which will constitute the major component of the study program. This experience will be structured to provide an in-depth exposure to the use of techniques from the core discipline to address a real world biomedical problem.

An overview seminar will expose each student to the vocabulary and the basic principles and concepts of each of the core disciplines. In addition to this required course, each student will be expected to acquire some depth of knowledge in the core disciplines chosen for concentration through a selection of two or three discipline-specific courses:

- BMI 211B. Probability and Statistical Inference
- BMI 212B. Design of Etiological, Clinical and Experimental Studies
- BMI 213B. Research Data Management and Statistical Computing
- BMI 217B. Clinical Decision Analysis
- BMI 233B. Biomedical Uses of Computers
- BMI 234B. Artificial Intelligence in Medicine
- BMI 235B. Microprocessors and Digital Instruments
- CFM 240B. Epidemiologic Methods in Primary Care Research
- BME 204. Measurement and Control of Cardiac Electrical Events
- BME 233. Modern Diagnostic Imaging Systems
- CPS 241. Data Base Methodology

Throughout the year, students and faculty members will meet regularly to review ongoing research in the core disciplines. Students will be expected to present their work in this context as a means of developing presentation skills and obtaining input from investigators who are not directly involved in their project.

**Applications Preceptors:** Any faculty member with an appointment in a Medical Center department and a laboratory involving applications of biometry and medical informatics can be an applications preceptor.

**Faculty:** Roger C. Barr, Ph.D.; W. Eugene Broadhead, M.D., Ph.D.; Robert M. Califf, M.D.; Carey E. Floyd, Jr., Ph.D.; W. Edward Hammond, Ph.D.; Frank E. Harrell, Jr., Ph.D.; J. Mailen Kootsey, Ph.D.; William W. Stead, M.D.; Kenneth A. Taylor, Ph.D.; William E. Wilkinson, Ph.D.; Kerry L. Lee, Ph.D.; Kathryn Magruder-Habib, Ph.D.; Lawrence H. Muhlbaier, Ph.D.; David B. Pryor, M.D.; Peter K. Smith, M.D.; William M. Smith, Ph.D.; Charles F. Starmer, Ph.D.

**Program Directors:** Dr. William W. Stead and Dr. William E. Wilkinson

**BPE-301 (B). Biophysics and Bioengineering Study Program.** The interdepartmental program provides an opportunity for medical students in the Elective Year to participate in research areas of basic and clinical medicine where quantitative and engineering methods are employed. The range of subject material included in the program is broad, ranging from the development of instrumentation to theoretical



studies on chemical and physical mechanisms in biomedical systems. Some example areas are the development and application of new imaging techniques and the application of computer simulation to the study of biochemical and physiological systems.

In this program, each student will select a faculty preceptor in consultation with the program director and will design an individual plan in cooperation with the preceptor and director. The primary emphasis of each student's plan is expected to be research. Students may, however, also be advised to take an existing course or to set up a tutorial with a faculty member to fill in deficient areas or to acquire needed quantitative or engineering skills. Depending on the subject area selected, a student may initiate a new research project of limited scope or take over a well-defined part of an existing project. Students will be expected to produce some form of written summary of their work, possibly (but not necessarily) a paper suitable for publication in a scientific journal.

Students taking this program should have some prior training or experience in one or more of the following areas: mathematics, computer science, physics, chemistry, or engineering (electrical, mechanical, biomedical, etc.).

Faculty: H. Cecil Charles, Ph.D.; Mark W. Dewhirst, D.V.M., Ph.D.; James T. Dobbins III, Ph.D.; Eric L. Effmann, M.D.; Carey E. Floyd, Jr., Ph.D.; Ronald Jaszczak, Ph.D.; Randy L. Jirtle, Ph.D.; G. Allan Johnson, Ph.D.; Robert H. Jones, M.D.; James R. MacFall, Ph.D.; James R. Oleson, M.D., Ph.D.; H. Dirk Sostman, M.D.; Leonard D. Spicer, Ph.D.; Michael R. Zalutsky, Ph.D.

Program Director: Dr. G. Allan Johnson

**CVS-301 (B). Cardiovascular Study Program.** This interdepartmental study program is designed to allow students to obtain experience in an aspect of basic science research related to the cardiovascular system. The goal of the program is to introduce students to the various research opportunities available to those potentially interested in a career in cardiovascular studies. Because cardiovascular research encompasses a wide range of disciplines, the faculty members in this study tract come from a number of departments including cell biology, biochemistry, genetics, microbiology, immunology, pathology, and pharmacology. The duration of the study program is flexible (from 9 to 12 months) and students can start during any term. Students who elect this study program will undertake a research project in a laboratory under the guidance of a faculty preceptor. In addition, students are encouraged to take course work each term to complement their research interests. Because a broad range of research opportunities is available, course work is individually tailored by the faculty preceptor to the interests of the student.

Faculty: Page A.W. Anderson, M.D.; Robert M. Bell, Ph.D.; Vann Bennett, M.D., Ph.D.; Perry Blackshear, M.D., Ph.D.; Marc G. Caron, Ph.D.; Rosalind A. Coleman, M.D.; Joseph Greenfield, Jr., M.D.; Barton F. Haynes, M.D.; Edward W. Holmes, M.D.; Bruce Klitzman, Ph.D.; Robert J. Lefkowitz, M.D.; Ann LeFurgey, Ph.D.; Melvyn Lieberman, Ph.D.; Keith Reimer, M.D., Ph.D.; Frederick H. Schachat, Ph.D.; Harold C. Strauss, M.D.; Madison S. Spach, M.D.; Deborah A. Steege, Ph.D.; Gary L. Stiles, M.D.; Judith L. Swain, M.D.; Kenneth A. Taylor, Ph.D.

Program Director: Dr. Judith Swain

**CRB-301 (B). Cell and Regulatory Biology Study Program.** This program is based on the application of contemporary experimental approaches of cell biology to the study of regulatory mechanisms in health and disease. It provides an opportunity for medical students to design their individual research projects from a wide spectrum of research areas, such as the regulatory action of polypeptide hormones and related neuropeptides, membrane biology of ligand-receptor interactions, signal transduction, molecular mechanisms of intracellular motility and macromolecular trafficking, hormonal and genetic control of cell proliferation, regulation of intermediary metabolism, and molecular mechanisms in reproductive biology. Other research areas are described below. Major emphasis is placed on independent study programs developed by each student in a close association with a faculty preceptor. Students may enroll in one or two basic science courses related to their research projects. Research colloquia and seminars on individual research projects are an integral component of this study program. Guest

investigators in areas of interest to the participants may be invited to present seminars as the opportunity arises.

For all students the program consists of the following:

1. Individual Tutorial (CBI 219): This is carried out under the supervision of a faculty preceptor selected by each student with the approval of the Program Directors. Students are expected to complete their tutorial arrangements before entering the program. The Program Directors will direct the students to appropriate faculty preceptors and evaluate the proposed research projects.
2. Lecture Courses: Elective courses which are pertinent to this program include:  
CBI 217. Membrane Transport  
CBI 230. Cytoskeleton and Cell Motility  
CBI 232. Extracellular Matrix and Cell Adhesion  
CBI 234. Methods in Biological Simulation  
CBI 259. Molecular Biology I. Protein and Membrane Structure/ Function  
CBI 269. Advanced Cell Biology  
CBI 414. The Human Embryo  
CBI 417. Membranes, Receptors and Cellular Signalling  
CBI 418. Reproductive Biology  
Students should limit their course work to one or two courses which will contribute to their immediate research goals or to their long-term medical career interests. Students are encouraged to broaden their scientific background with selections in other basic science courses upon approval by the Program Directors.
3. Research Colloquia: An important component of this Program is a series of research colloquia scheduled through the academic year. During the fall semester, students are expected to give a brief presentation on their research proposals to the study program participants. At the end of spring semester, students present a brief summary of their research accomplishments. These colloquia provide an opportunity for students to develop presentation skills and have their work reviewed by their peers.
4. Research Reports: Coincident with the research colloquia, students submit written reports to the Program Directors on their research projects. A preliminary report submitted in the fall should include a brief review of the literature, a discussion of the hypothesis to be tested (or specific aims), and an outline of the methodologies to be employed in the proposed research. A final report, submitted towards the end of the spring semester, should include an evaluation and discussion of the results obtained. The final reports should be written in the form of a research paper being submitted for publication even though publication is not required.

Faculty: Onye E. Akwari, M.D.; Nels C. Anderson, Jr., Ph.D.; Page W. Anderson, M.D.; Richard J. Bartlett, Ph.D.; Bruce A. Benjamin, Ph.D.; Peter B. Bennett, Ph.D., D.Sc.; Perry Blackshear, M.D., Ph.D.; J. Joseph Blum, Ph.D.; Marc Caron, Ph.D.; Rosalind A. Coleman, M.D.; Joseph M. Corless, M.D., Ph.D.; Allen Dearry, Ph.D.; Marc Drezner, M.D.; Harold P. Erickson, Ph.D.; Michael Freemark, M.D.; William Garrett Jr., M.D., Ph.D.; Yusuf Hannun, M.D.; Edward W. Holmes, M.D.; Cynthia Kuhn, Ph.D.; Melvyn Lieberman, Ph.D.; Virginia Lightner, M.D., Ph.D.; Lazaro J. Mandel, Ph.D.; Kenneth S. McCarty, Jr., M.D., Ph.D.; Kenneth S. McCarty, Sr., Ph.D.; George Padilla, Ph.D.; Patricia Saling, Ph.D.; David W. Schomberg, Ph.D.; Michael P. Sheetz, Ph.D.; Joachim R. Sommer, M.D.; Ian L. Taylor, M.D., Ph.D.; Lee Tyrey, Ph.D.; Steven R. Vigna, Ph.D.

Program Directors: Dr. George M. Padilla and Dr. Steven R. Vigna

**ISP-301 (B). Immunology Study Program.** This program is designed for students whose career goals lie in one of the many clinical specialties which interface broadly with immunology, allergy-immunology, infectious diseases, rheumatology, hematology, transplantation, and oncology. A basic but thorough introduction to immunology is developed in MIC 291B, which also emphasizes critical discussion of original research



papers. A further and more clinically oriented analysis is provided in the core course, Medical Immunology, MIC 330B, which emphasizes the role of immunologic mechanisms in various human disease states. Each student chooses a faculty preceptor with whom to work on an original research project. It is encouraged that the student not be merely injected into the continuum of the preceptor's research interests, but rather that an individual project be developed which can be completed during the study program. The primary goals of the program are to encourage and develop the student's own creativity, to expose him or her to the research interests and philosophies of the entire Division of Immunology, and to help gain a useful personal perspective on current immunologic thought with an emphasis on clinical relevance. The student's efforts and time are generally divided as follows:

**Preceptorship:** The major emphasis of the program throughout the year, during which the students function much as graduate students in the Division of Immunology. (30 hours or more per week).

**Comprehensive Immunology (MIC 291B):** An in-depth course in the basic concepts of immunology. Analysis of antigens and antibodies is followed by an emphasis on the organization and cellular and molecular aspects of the immune system, its regulation and effector mechanisms. (4 hours per week, fall term).

**Medical Immunology (MIC 330B):** A brief review of basic concepts of immunology is followed by in-depth discussions of the role of immune mechanisms in the pathogenesis and treatment of human diseases. Principle emphasis is placed on immune deficiency diseases, hypersensitivity, alloimmunity, transplantation, infectious diseases, autoimmunity, tumor immunology, and immunohematology. When applicable the classes include patient presentations and laboratory demonstrations. The course meets daily, permitting each disease state to be covered in considerable depth. (5 hours per week, spring term).

**Seminars for Research Progress:** Throughout the year, fellows and students in the Division present brief informal seminars on their ongoing research. The discussion that follows is of great help to the presenter and allows the student to observe and participate in critical analysis of research before it is at the publication or formal seminar stage. (1 hour per week).

**Immunology Division Seminars:** A series of formal seminars by Division faculty and visiting scientists. (1-2 hours per week).

**Additional Course Work:** The student may elect to take any of several courses in immunology and related fields but is generally discouraged from excessively diluting his laboratory experience.

**Faculty:** Dolph O. Adams, M.D., Ph.D.; D. Bernard Amos, M.D.; Yair Argon, Ph.D.; Andrew E. Balber, Ph.D.; Robert C. Bast, Jr., M.D.; R. Randal Bollinger, M.D., Ph.D.; Dani Bolognesi, Ph.D.; Rebecca H. Buckley, M.D.; Ronald B. Corley, Ph.D.; Peter Cresswell, Ph.D.; Jeffrey R. Dawson, Ph.D.; Carolyn Doyle, Ph.D.; Warner C. Greene, M.D., Ph.D.; Russell P. Hall, M.D.; Barton F. Haynes, M.D.; Donna D. Kostyu, Ph.D.; Michael Krangel, Ph.D.; M. Louise Markert, M.D., Ph.D.; Richard S. Metzgar, Ph.D.; David S. Pisetsky, M.D., Ph.D.; Wendell Rosse, M.D.; Fred Sanfilippo, M.D., Ph.D.; Hilliard F. Seigler, M.D.; Kay Singer, Ph.D.; Ralph Snyderman, M.D.; Frances E. Ward, Ph.D.

**Program Director:** Dr. Frances E. Ward

**IDP-301 (B). Infectious Diseases Study Program.** Knowledge of infectious diseases is relevant to care of patients of all ages and in each clinical speciality from surgery, pediatrics and medicine to obstetrics-gynecology and family medicine. This study program is designed to provide students with the opportunity to directly explore one facet of infectious diseases in a laboratory setting coupled with several lecture/seminar courses designed to provide some breadth of knowledge of the host, microorganism and their interactions. The goals of the program are to instill a critical assessment of information, to provide the opportunity for creative acquisition of data, to encourage independent thinking and to provide insight into modern technology as well as to the interrelationship of clinical infectious diseases with basic microbiology and immunology.



Each student selects a faculty preceptor with whom to work on an original research project. It is expected that the student will develop his own project within the framework of an existing laboratory, but will design his own experiments, critically assess the relevant literature, learn to evaluate data and have the opportunity to solve the problems associated with the project. Appropriate guidance and assistance will be provided by the faculty and others within the laboratory setting.

**Preceptorship:** This is the major emphasis of the program, with students functioning essentially as graduate students. 30 hours or more per week.

**Courses:** During the fall term, students will be required to take one course, Principles of Infectious Disease (MIC 301B). This course provides discussion of the basic biology of a broad spectrum of microorganisms, the diseases they cause and the host response to these infections. The first eight weeks of the term is devoted to bacterial infections and is organized by organ system. In the second eight weeks, viral diseases are presented, ranging from intrauterine infections to oncogenes. During the spring term, students will be required to take either Medical Immunology (MIC 330B) or Virology and Viral Oncology (MIC 252B), the selection being determined by the student's laboratory research interests.

**Seminars:** Students in the Infectious Diseases Program will attend a weekly seminar in which faculty members, fellows and students present their ongoing research. Such presentations enable the student to observe and participate in critical analysis of research before it reaches the publication stage.

**Additional Course Work:** Whereas other basic science electives in microbiology and immunology may be taken upon approval by the Program Director, the student is discouraged from excessively diluting his laboratory experience.

**Faculty:** Dani P. Bolognesi, Ph.D.; Jonathan Horowitz, Ph.D.; Rebecca H. Buckley, M.D.; Wolfgang K. Joklik, Ph.D.; Vickers Burdett, Ph.D.; Jack D. Keene, Ph.D.; Bryan R. Cullen, Ph.D.; Kenneth Kreuzer, Ph.D.; David T. Durack, M.D., Ph.D.; Joseph R. Nevins, Ph.D.; Donald L. Granger, M.D.; John R. Perfect, M.D.; John D. Hamilton, M.D.; David J. Pickup, Ph.D.

**Program Directors:** Dr. Jack Keene and Dr. Catherine Wilfert

**MCD-301 (B). Molecular and Cellular Basis of Differentiation.** This study program is designed to provide an opportunity for third year medical students to spend a year interacting with a group of basic science faculty who utilize the concepts and modern techniques of biochemistry and molecular biology as applied to problems in health and disease. The primary objective will be to present basic concepts of differentiation to include the organization and retrieval of genetic information, hormonal regulation of gene expression; time, space, and pattern in developing systems; and tissue interactions in morphogenesis and differentiation. The organization of genetic information includes evidence of the mechanism of gene amplification in development and drug resistance, recent concepts regarding enhancer modification of hormone response, and specific examples of hormone induced gene expression. The mechanism(s) involved in cell-cell and cell matrix interactions in differentiation will be discussed. The following courses will form the background subject material:

**BCH-320(B). Cell Differentiation In Development and Disease.** This is an introduction to gene structure and information retrieval in eukaryotes. Chromosome organization and mRNA transcription will be reviewed using cDNA probes to test a number of new concepts of chromosome inactivation, gene amplification, and the impact of nucleocytoplasmic interactions on the regulation of differentiation.

**BCH-321(B). Hormone and Tissue Interactions in Differentiation and Disease.** Hormones and other biochemical signals involved in the regulation of the differentiated state will be discussed in terms of the new biotechnology used to elucidate mechanisms of information transfer and gene control at the level of chromatin. Cell-cell, cell-matrix, and hormonal interactions will be considered as control elements in development and differentiation. Interactions involving the cell surface, the basal lamina, and extracellular

matrix will be discussed in terms of differentiation of limb bud, pancreas, lymphocyte and neural tissue.

**Conferences:** include a critical examination of recent papers on hormone control of sex differentiation, ectopic hormone biosynthesis, and endocrine related diseases. These conferences are designed as an extension of the courses described above.

**Procedures:** Upon the selection of this program the directors assist students in selection of a mentor. After a discussion of the student's interests and expectations for the third year, the program director will suggest a number of possible mentors. This program has a faculty of thirty-three members from which to select. After meeting with potential mentors to determine a preliminary selection, the program director will meet with both the student and the selected mentor to discuss the proposed research. In this selection it is suggested that students also confer with former students for suggestions. To aid in this, a list is given with each laboratory director's program. The student then prepares a brief written outline of the meeting with copies submitted to both the mentor and director. As the research progresses, the student will present a progress report in the form of an informal seminar to the members of the program. At the end of the year a final seminar and written report will be presented and, hopefully, to include submission of a poster to the AOA symposium.

**Faculty:** Yair Argon, Ph.D.; Robert M. Bell, Ph.D.; Van Bennett, M.D., Ph.D.; Joseph M. Corless, M.D., Ph.D.; Sharyn A. Endow, Ph.D.; Harold P. Erikson, Ph.D.; Carol A. Fierke, Ph.D.; Stephen Garrett, Ph.D.; Yusuf A. Hannun, M.D.; Michael Hershfield, M.D.; Edward W. Holmes, M.D.; Tao-Shih Hsieh, Ph.D.; Bernard Kaufman, Ph.D.; Cynthia Kuhn, Ph.D.; Robert J. Lefkowitz, M.D.; Virginia A. Lightner, M.D.; Kenneth McCarty, Jr. M.D., Ph.D.; Kenneth S. McCarty, Sr., Ph.D.; Paul L. Modrich, Ph.D.; Joseph Nevins, Ph.D.; Keith Parker, M.D., Ph.D.; J. Scott Rankin, M.D.; David C. Richardson, Ph.D.; Jane S. Richardson; Patricia Saling, Ph.D.; Theodore A. Slotkin, Ph.D.; Leonard D. Spicer, Ph.D.; Deborah Steege, Ph.D.; Gary L. Stiles, M.D.

**Program Directors:** Dr. Ken McCarty, Sr. and Dr. Sheila Counce

**NVS-301 (B). Neurobiology and Visual Sciences Study Program.** The Neurobiology and Visual Science Study Program offers the opportunity to learn basic sciences by focusing on the visual and nervous system. Fundamental principles of physiology, biochemistry, pharmacology and anatomy will be learned through informal study of organization and cellular neuroscience. The program lasts thirty two weeks and emphasizes a basic research experience or tutorial under the guidance of a preceptor, a monthly seminar with visiting neuroscientists and the opportunity to audit appropriate neurobiology courses during the year. Students will be encouraged to read widely in areas of basic science under the tutelage of their preceptor.

**Research Experience:** The basic component of the Neurobiology and Visual Science Study Program is an in-depth research experience in a basic science laboratory under the supervision of one of the participating faculty. There are three levels of involvement in the research process:

**Level 1:** This is an experience in which the student can expect to do research leading to one or more publications of which the student is the primary author. Students in this category are advised to only audit neurobiology courses.

**Level 2:** This is an experience in which the student works in a laboratory to gain familiarity with experimental techniques and the process of doing research. It is expected that the student will work for nine months and contribute to an ongoing project in the laboratory. The student could expect to be co-author of a published article. Students in this category are encouraged to register for credit for courses in the Department of Neurobiology.

**Level 3:** This is for students who do not wish to do laboratory work, but who wish additional training in neuroscience. The students will select a mentor, write a review article in a specific area and take courses in the Department of Neurobiology and other departments.

**Initial and Final Reports:** Important components of the program are the initial and final reports prepared by the student with the help of his preceptor. The initial report is



a written statement of the student's goals for the year with a detailed plan for accomplishing these goals. Usually this takes the form of stating the problem to be studied, the hypothesis and an outline of the work to be done. The final report will usually take the form of a research paper or literature review suitable for publication. Publication is not required, but many students have been successful in publishing a report with their preceptors.

**Seminar:** Students enrolled in the program meet twice monthly with the program directors for an informal seminar. In the beginning of the fall term, seminars focus on the planned projects of each student. Through the year scientists working in neurobiology and visual sciences from Duke, The University of North Carolina and the Research Triangle are invited to review their research work with the students. Relevant publications from the laboratories are distributed before the seminar and students are expected to actively participate in discussion. At the end of the spring semester, the seminar focuses on work accomplished as each student presents a short report of their research.

**Faculty:** Mohamed B. Abou-Donia, Ph.D.; Robert R.H. Anholt, Ph.D.; Douglas C. Anthony, M.D., Ph.D.; Jorge V. Bartolome, Ph.D.; Nell Beatty Cant, Ph.D.; John H. Casseday, Ph.D.; Joseph M. Corless, M.D., Ph.D.; Diane L. Hatchell, Ph.D.; Gordon Klintworth, M.D., Ph.D.; Cynthia M. Kuhn, Ph.D.; Darrell V. Lewis, M.D.; William D. Matthew, Ph.D.; David R. McClay, Ph.D.; James O. McNamara, M.D.; Rochelle D. Schwartz, Ph.D.; Sidney A. Simon, Ph.D.; Theodore A. Slotkin, Ph.D.; George G. Somjen, M.D.; John Staddon, Ph.D.; Barbara J. Crain, M.D., Ph.D.; James N. Davis, M.D.; Irving T. Diamond, Ph.D.; Gillian Einstein, Ph.D.; Robert P. Erickson, Ph.D.; David Fitzpatrick, Ph.D.; William C. Hall, Ph.D.; John W. Moore, Ph.D.; J. Victor Nadler, Ph.D.; Alan D. Proia, M.D., Ph.D.; Dale Purves, M.D.; Allen D. Roses, M.D.; Saul M. Schanberg, M.D., Ph.D.; Donald E. Schmechel, M.D.; Lee Tyrey, Ph.D.; Wilkie A. Wilson, Ph.D.; Myron L. Wolbarsht, Ph.D.; Fulton Wong, Ph.D.

**Program Directors:** Dr. James N. Davis and Dr. Diane Hatchell

**PSP-301 (B). Pathology Study Program.** Pathology is the study of disease through the utilization of structural and functional changes to gain information about the human organism's response to injury. The goal of the pathology study program is to provide the medical student with a thorough learning experience in the anatomical basis of disease under the guidance of a senior faculty preceptor. The essential elements of this program are (1) organized course work, (2) independent but guided research experience (bench or library) and (3) active participation in small group seminars.

To meet the diverse interests and needs of Duke medical students, there will be three tracks within the Pathology Study Program.

#### **PSP Track I:**

**Required Courses:** Systemic Pathology, Didactic Lectures (PTH 241B), Student Seminars

**Elective Courses:**

**Independent Study:** Research with project report

**Advisor:** Dr. Keith A. Reimer (684-3659)

**Max number students:** 10

#### **PSP Track II:**

**Required Courses:** Systemic Pathology, Didactic Lectures (PTH 241B), Autopsy, Surgical, or Cytopathology Rotation (PTH 223B, PTH 348B, PTH 281B), Student Seminars

**Elective Courses:** Selected with advice of preceptor

**Independent Study:** Library project report (library or bench)



Advisor: Dr. F. Stephen Vogel (684-2728)  
Max number students: 10

### PSP Tract III:

Required Courses: Systemic Pathology Didactic Lectures (PTH 241B),  
Student Seminars, Autopsy, Surgical or Cytopathology  
Rotation (PTH 223B, PTH 348B, PTH 281B)

Elective Courses: A carefully planned selection of courses in a single area; e.g.  
molecular pathology, cardio-vascular, neuripathology, etc. Selected  
with the advice of a preceptor

Independent Study: Tutorial library project to supplement course work

Advisor: Dr. William Bradford (684-5112)

Max number students: 2 (By special arrangement)

### Advisory Plan for Pathology Study Program

The Department of Pathology will participate in the Medical School Orientation to the third year. Following the general information session, interested students may meet with advisors to establish interviews for individual mentors. Every student must have a study program advisor and an individual mentor. *The curriculum plan, academic schedule, and course cards of each student selected for the Pathology Study Program must be reviewed and approved by Dr. Bradford prior to registration.*

Faculty: Dolph O. Adams, M.D., Ph.D.; Douglas Anthony, M.D., Ph.D.; Darell D. Bigner, M.D., Ph.D.; Michael Borowitz, M.D., Ph.D.; Edward Bossen, M.D.; William D. Bradford, M.D.; Stephen Bredehoeft, M.D.; Peter C. Burger, M.D.; Robert H. Christenson, Ph.D.; David L. Cooper, M.D., Ph.D.; Barbara Crain, M.D., Ph.D.; James D. Crapo, M.D.; Mark Dewhirst, D.V.M., Ph.D.; Charles S. Greenberg, M.D.; Peter Humphrey, M.D., Ph.D.; Raymond Ideker, M.D., Ph.D.; Randy L. Jirtle, Ph.D.; Gordon Klintworth, M.D., Ph.D.; John A. Koepke, M.D.; Richard M. Levenson, M.D.; James E. Lowe, M.D.; Kenneth McCarty, Jr., M.D., Ph.D.; George Michalopoulos, M.D., Ph.D.; Eileen M. Mikat, Ph.D.; Salvatore V. Pizzo, M.D., Ph.D.; Philip C. Pratt, M.D.; Keith A. Reimer, M.D., Ph.D.; Victor L. Roggli, M.D.; Fred Sanfilippo, M.D., Ph.D.; S. Clifford Schold, Jr., M.D.; John D. Shelburne, M.D., Ph.D.; Joachim Sommer, M.D.; Charles Steenbergen, M.D., Ph.D.; Cheryl A. Szpak, M.D.; John Toffaletti, Ph.D.; F. Stephen Vogel, M.D.; Robin T. Vollmer, M.D.; Frances Widmann, M.D.; Peter Zwadyk, Ph.D.

Program Directors: Dr. William D. Bradford, Dr. Keith A. Reimer and Dr. Barbara Crain

### ROSTER OF HOUSE STAFF BY DEPARTMENTS

#### Anesthesiology

Chief Residents 1990-1991: Caroline Lu, M.D. (University of Melbourne, 1985); Frederick Newcomb, M.D. (Duke, 1987).

Senior Residents: Dan Berkowitz, M.D. (Witwatersrand, 1984); William Cherry, M.D. (Miami, 1988); Charles Coffee, M.D. (Texas at Galveston, 1988); Stephen Dainesi, M.D. (Mt. Sinai, 1987); Patrick Dono, M.D. (George Washington, 1987); David Geduld, M.D. (Miami, 1987); Kevin Haim, M.D. (Duke, 1988); Toni Harris, M.D. (Tufts, 1988); Greg Kapordelis, M.D. (Wake Forest, 1987); Edward Kowlowitz, M.D. (New York Med. Coll. 1987); Wayne Larsen, M.D. (Wisconsin, 1988); Steven Lechiara, M.D. (Northeastern Ohio, 1988); Doug MacPherson, M.D. (Albany, 1988); Paul McGroarty, M.D. (Georgetown, 1984); Doug Nicolarsen, M.D. (Colorado, 1987); Gary Pellom, M.D. (North Carolina at Chapel Hill, 1988); Ann Pflugrath, M.D. (Southwestern, 1987); Todd Pilch, M.D. (New York, 1988); Mark Ramirez, M.D. (Utah, 1981); Christopher Riegler, M.D. (New York, 1988); Thomas Slaughter, M.D. (Duke, 1987); Craig Steiner, M.D. (Pittsburgh, 1987); Brett Stolp, M.D. (North Carolina at Chapel Hill, 1988); David Theil, M.D. (Indiana, 1983); Scott Tyrey, M.D. (Duke, 1988); Ashfaq Uraizee, M.D. (Duke, 1987); Charles Veronee, M.D. (Duke, 1985); Deryl Warner, M.D. (Duke, 1987).

Junior Residents: Veronica Curtin, M.D. (East Carolina, 1989); Francine D'Ercole, M.D. (Med. Coll. of Pennsylvania, 1989); Mark Dentz, M.D. (Michigan, 1989); Charlene Edwards, M.D. (Maryland, 1989); Denise Elliott, M.D. (Arkansas, 1989); Todd LeBleu, M.D. (Emory, 1989); R. J. Moskop, M.D., (Tennessee, 1989); W. Frederick Obrecht, M.D. (Maryland, 1979); Keith Phillippi, M.D. (Med. Coll. of Georgia, 1989); Ruth Ann Schack, M.D. (California at San Francisco, 1988); Brian Flanagan, M.D. (Duke, 1989); Randall Franiak, M.D. (Indiana, 1989); Peter Frasco, M.D. (Georgetown, 1987); Salim Ghazi, M.D. (St. Joseph University, Lebanon, 1986); Lewis Hogge, M.D. (Eastern Virginia, 1986); Rosemarie Spillane, M.D. (Med. Coll. of Georgia, 1989); Frank Wang, M.D. (Florida, 1989); Dana Wiener, M.D. (Duke, 1989).

## Family Medicine

Chief Residents: Susan P. Corzilius, M.D. (Wright State, 1986); Stephen J. Lurie, M.D. (Bowman Gray, 1988); Gowrie A. Ventimiglia, M.D. (North Carolina at Chapel Hill, 1988).

Residents: Vanessa M. Allen, M.D. (Howard, 1989); Michael R. Book, M.D. (Duke, 1989); Andreas M. Brandt, M.D. (Med. Coll. of Virginia, 1990); Mary E. Cabrera, M.D. (Miami, 1989); Karen Lisa Cairns, M.D. (Yale, 1988); Brenda P. Crownover, M.D. (Duke, 1988); Palmela L. Farmer, M.D. (East Carolina, 1989); Lawrence L. Golusinski, Jr., M.D. (Med. Coll. of Virginia, 1989); Stephen W. Grandstaff, M.D. (Michigan State, 1988); Tammy H. Jenkins, M.D. (North Carolina at Chapel Hill, 1989); David S. Johnson, M.D. (Minnesota, 1990); David I. Klumpar, M.D. (Columbia, 1985); Christopher LoPresto, M.D. (New York, Down State Medical Center, 1990); Rhonda J. Matteson, M.D. (Cincinnati, 1988); Anne M. McDonagh, M.D. (North Carolina at Chapel Hill, 1988); Evarista C. Nnadi, M.D. (Mayo, 1990); David R. Peter, M.D. (Rochester, 1988); Brandon M. Peters, M.D. (Duke, 1989); Frederick S. Risener, M.D. (South Carolina, 1990); Kathy S. Robinson, M.D. (North Carolina at Chapel Hill, 1989); Gertrude K. Shahady, M.D. (North Carolina at Chapel Hill, 1989); Amrit R. Singh, M.D. (West Virginia, 1990); Aaron D. Solnit, M.D. (McGill, 1989); Donna M. Tuccero, M.D. (Wayne State, 1989); Kim M. Walsh, M.D. (Duke, 1987); James T. Williams, M.D. (North Carolina at Chapel Hill, 1990).

## Medicine

Chief Residents: Roslyn J. Bernstein, M.D. (Duke, 1985); David R. Lichtenstein, M.D. (Pennsylvania, 1985).

Senior Assistant Residents: Brian A. Armstrong, M.D. (Washington Univ., 1988); Bryan N. Becker, M.D. (Kansas, 1988); David Brodeur, M.D. (Duke, 1988); F. Matthew Brown, M.D. (Med. Coll. of Georgia, 1986); Ronald E. Cirullo, M.D. (California at Irvine, 1987); Julia H. Cohen, M.D. (Univ. of Trecht, 1988); David B. Corry, M.D. (Texas Southwestern, 1988); Katie C. Cowan, M.D. (Texas at San Antonio, 1988); Robert S. DiPaola, M.D. (Utah, 1988); Hassan M. Fathallah-Shaykh, M.D. (Beirut, 1985); David W. Frazier, M.D. (Duke, 1988); Bradley D. Freeman, M.D. (Duke, 1988); Susan C. Galbraith, M.D. (Ohio State, 1988); Helen L. Goldberg, M.D. (Med. Coll. of Pennsylvania, 1988); Samuel E. Green, M.D. (Albany, 1987); Stuart A. Green, M.D. (Tennessee, 1988); William R. Hathaway, M.D. (Wisconsin, 1988); Russell E. Hillsley, M.D. (Washington, 1988); Souha S. Kanj, M.D. (Beirut, 1987); Stephen P. Kantrow, M.D. (Louisiana State, 1988); Mary J. Laughlin, M.D. (New York at Buffalo, 1988); Allen W. Mangel, M.D. (Georgetown, 1988); Bobby R. Maynor, M.D. (Duke, 1988); Barbara E. Menzies, M.D. (Vanderbilt, 1988); Robert J. Morrison, M.D. (Texas at Southwestern, 1988); Leslie J. Parent, M.D. (Duke, 1987); John N. Perry, M.D. (Pittsburgh, 1988); Norbertus C. Robben, M.D. (Univ. of Trecht, 1988); Sharona Sachs, M.D. (New York at Buffalo, 1988); Paul J. Shami, M.D. (Beirut, 1988); Robert B. Stewart, M.D. (Washington, 1988); Bradley P. Stoner, M.D. (Indiana, 1988); Kelly A. Switzer-Timmons, M.D. (Robert Wood Johnson, 1988); Byron P. Thompson, M.D. (Emory, 1988); Michael L. Towns, M.D. (Emory, 1988); K. Michael Zabel, M.D. (Washington, 1988).

Medicine/Pediatrics: Jack E. Colker, M.D. (Loyola, 1987); Daniel P. Seward, M.D. (Wayne State, 1987); Lynn M. Shimabukuro, M.D. (Eastern Virginia, 1982).

Junior Assistant Residents: Lisa P. Acker, M.D. (Duke, 1989); Paul D. Banick, M.D. (Georgetown, 1989); Rajiv Bansal, M.D. (Brown, 1989); Maher A. Baz, M.D. (Beirut, 1989); Donald R. Bodemann, M.D. (Kansas, 1989); Richard L. Callihan, M.D. (Marshall, 1989); Donato Ciaccia, M.D. (Wisconsin, 1989); LeAnn Coberly, M.D. (Cincinnati, 1989); Joseph A. Cohen, M.D. (Albany, 1989); Robert D. Cross, M.D. (Michigan, 1989); David C. Fisher, M.D. (Massachusetts, 1989); Rodney J. Folz, M.D. (Washington Univ., 1989); Allan C. Gelber, M.D. (Johns Hopkins, 1989); Joseph A. Govert, M.D. (California at Irvine, 1989); James G. Herman, M.D. (Johns Hopkins, 1989); Angela N. Hutzenbuhler, M.D. (Kansas, 1989); Stephen F. Kingsmore, M.D. (Queen's University, 1985); Jeffrey M. Kopita, M.D. (Med. Coll. of Ohio, 1989); Kevin R. Kruse, M.D. (Ohio, 1989); Roger R. Laham, M.D. (Beirut, 1989); Marc C. Levesque, M.D. (Yale, 1989); Kevin J. Lorentsen, M.D. (Johns Hopkins, 1989); Louis M. Luttrell, M.D. (Virginia, 1989); P. Kelly Marcom, M.D. (Baylor, 1989); Andrew H. Meyer, M.D. (Baylor, 1989); Elinor A. Mody, M.D. (Duke, 1989); Stephan Moll, M.D. (Freiburg, 1986); Raja A. Mudad, M.D. (Beirut, 1989); Dhavalkumar Patel, M.D. (Duke, 1989); Walid I. Saliba, M.D. (Beirut, 1988); Sharon A. Smith, M.D. (Southwestern, 1989); Jeffrey D. Sparks, M.D. (Duke, 1989); Mark C. Theil, M.D. (Georgetown, 1986); Karl P. Undesser, M.D. (Texas at San Antonio, 1989); Samuel R. Ward, M.D. (Med. Coll. of Virginia, 1989); David A. Winingar, M.D. (Indiana, 1989); Wendy A. Zaroff, M.D. (Duke, 1989).

Medicine/Pediatrics: David C. Habel, M.D. (North Carolina at Chapel Hill, 1988); Mark S. McIntosh, M.D. (Duke, 1989); James M. Principe, M.D. (New Jersey, 1988); Howard H. Schertzinger, M.D. (Ohio State, 1988); James W. Short, M.D. (Texas at Houston, 1989); Charles R. Wolfe, M.D. (Temple, 1988).

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(Rush, 1990); David W. Miller, M.D. (Med. Coll. of Georgia, 1990); Mark F. Miller, M.D. (Duke, 1990); Craig R. Narins, M.D. (New York at Buffalo, 1990); Reid M. Ness, M.D. (Indiana, 1990); Michael I. Oliverio, M.D. (West Virginia, 1990); Laura A. Peno-Green, M.D. (South Alabama, 1990); Joann Pfundstein, M.D. (Robert Wood Johnson, 1990); Michael F. Reidy, M.D. (George Washington, 1990); Thomas W. Rennard, M.D. (Michigan, 1990); Clara I. Restrepo, M.D. (Louisiana, 1990); Richard M. Roman, M.D. (Tufts, 1990); Renato M. Santos, M.D. (Iowa, 1990); Burton L. Scott, M.D. (Miami, 1990); Mark W. Swaim, M.D. (Duke, 1990); Nathan M. Thielman, M.D. (Duke, 1990); Kathleen A. Waite, M.D. (Duke, 1990); Craig R. Weinert, M.D. (George Washington, 1990); Jeffrey W. Weinstein, M.D. (Tufts, 1989); Scott A. Werden, M.D. (New York at Stony Brook, 1990); Roger D. Yussen, M.D. (Illinois, 1990).

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Second Year Residents: Peter N. Barboriak, M.D. (Duke, 1989); John L. Beyer, M.D. (Texas, Southwestern, 1989); Thomas M. Brown, M.D. (Duke, 1989); Michael A. Burke, M.D. (Georgia, 1989); Peter T. Daniolos, M.D. (North Dakota, 1989); Craig L. Donnelly, M.D. (Vermont, 1989); Rodrigo Escalona, M.D. (Univ. of Chile, 1987); Carol Essom-Sherrier, M.D. (Bowman Gray, 1988); Julie Farrington, M.D. (Texas at Galveston, 1989); David A. Graeber, M.D. (New Mexico, 1989); Howard J. Ilivicky, M.D. (Washington, 1989); Mark F. McGee, M.D. (Ohio State, 1989); Paul W. Natvig, M.D. (Iowa, 1989); Kathleen M. O'Donnell, M.D. (Virginia, 1989); Gary B. Pohl, M.D. (Michigan State, 1989); Susan H. Wicke, M.D. (Ohio State, 1989); Magda Wojdyska, M.D. (Medical Academy of Warsaw, 1977).

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Fellows: Ameliann Bedenbaugh, M.D. (South Carolina, 1986); Ali Dia, M.D. (Istanbul, 1972); Douglas Gartrell, M.D. (Duke, 1987); Ranota Hall, M.D. (East Tennessee, 1987); Bryon Herbel, M.D. (North Dakota, 1986); Amilda Horne, M.D. (Texas at Houston, 1983); Mustafa Husain, M.D. (Pakistan, 1981); Gwendolyn White, M.D. (Kentucky, 1987).

## Radiology

Residents: Jeffrey Acker, M.D. (Duke, 1989); Boyd Ashdown, M.D. (Utah, 1989); James W. Backstrom, M.D. (Pittsburgh, 1984); Chris Beaulieu, M.D. (Washington, 1989); Bradford W. Betz, M.D. (Loyola, 1987); Jonathan Breslau, M.D. (Case Western, 1988); Jessie Chai, M.D. (Harvard, 1989); George E. Crawley III, M.D. (East Carolina, 1988); AnneAlison DeAtkine, M.D. (Texas, Southwestern, 1987); Jorge F. Debatin, M.D. (Univ. of Heidelberg, Germany, 1987); Mark Delano, M.D. (Michigan State, 1989); Bruce Distell, M.D. (Pennsylvania, 1986); Emily Dohe, M.D. (Washington Univ., 1988); Richard Duszak, Jr., M.D. (Pennsylvania State, 1989); Charlotte Elenberger, M.D. (Med. Univ. South Carolina, 1989); Avery J. Evans, M.D. (Duke, 1989); Jeff L. Fidler, M.D. (Nebraska, 1988); Eric J. Finical, M.D. (Texas, Southwestern, 1988); David Forsberg, M.D. (Duke, 1986); Donald Frush, M.D. (Duke, 1985); R. Westwood Fuller, M.D. (Med. Coll. of Virginia, 1986); Paula Y. George, M.D. (Kansas, 1988); Thomas Grist, M.D. (Med. Coll. of Wisconsin, 1985); Mary Elizabeth Hebert, M.D. (North Carolina at Chapel Hill, 1989); Diana Hull, M.D. (Albert Einstein, 1985); William T. Jacoby, M.D. (Ohio State, 1987); David Kallmes, M.D. (Massachusetts, 1989); John P. Karis, M.D. (Duke, 1987); Julie Kreager, M.D.; Laurie McAdams Lomasney, M.D. (Cincinnati, 1986); Frederick R. Long, M.D. (Yale, 1988); Sharon Mavros, M.D. (Duke, 1989); Charles M. Maxfield, M.D. (Dartmouth, 1988); Steven Maxfield, M.D. (Duke, 1989); Carolyn Maynor, M.D. (Duke, 1989); Jeffrey S. McClellan, M.D. (Utah, 1987); Charles McDonnell, M.D. (Johns Hopkins, 1986); John D. McKenzie, M.D. (Arizona, 1985); Robert J. Optican, M.D. (Washington Univ., 1988); Cynthia S. Payne, M.D. (Med. Coll. of Ohio, 1980); Steven L. Primack, M.D. (Chicago, Pritzker, 1987); Randall E. Rhodes, M.D. (Pennsylvania State, 1987); John A. Strong, M.D. (Michigan, 1988); Kevin A. Tribble, M.D. (Loyola, 1987); Jennifer Van Vickle, M.D. (Duke, 1986); L. Patrick Warren, M.D. (North Carolina at Chapel Hill, 1976); Vance Watson, M.D. (Maryland, 1986); Michael Webb, M.D. (Duke, 1989); Andrew B. Weber, M.D. (Temple, 1987); Winston Whitney, M.D. (Duke, 1986).

## Surgery

### DIVISIONS OF GENERAL AND CARDIOTHORACIC SURGERY

Instructors and Teaching Scholars: Louis A. Brunsting, M.D. (California at San Diego, 1983); Thomas D. Christopher, M.D. (Duke, 1982); George W. Maier, M.D. (Duke, 1982); Charles E. Murphy, M.D. (Duke, 1982).

Instructors and Chief Residents: Robin G. Cummings, M.D. (Duke, 1982); James W. Gaynor, M.D. (South Carolina, 1982); Robert L. Quigley, M.D. (University of Toronto, 1982); Michael A. Skinner, M.D. (Rush, 1984); Craig L. Slingluff, M.D. (Virginia, 1984); Christopher R. Watters, M.D. (Michigan, 1983).

Research Fellows: Paul M. Ahearne, M.D. (Duke, 1988); Mark P. Anstadt, M.D. (Wright State, 1986); Salvador Borges-Neto, M.D. (Federal Fluminense University, Brazil, 1982); Terence J. Boyle, M.D. (University College of Dublin, 1985); Christine A. Cheng, M.D. (Duke, 1990); Thomas A. D'Amico, M.D. (Columbia, 1987); Andrew M. Davidoff, M.D. (Pennsylvania, 1987); Francis Duhaylonsod, M.D. (Meharry, 1986); Michael A. Fabian, M.D. (Duke, 1986); Marwan Farouk, M.B., Ch.B. (Bristol University, 1983); Stanley A. Gall, Jr., M.D. (Duke, 1987); Justin G. Geoghegan, M.B. B.Ch. B.A.O. (Univ. Coll., Dublin, 1982); Youshifumi Inoue, M.D. (Osaka Univ. Med. Sch., Japan, 1980); Allan D. Kirk, M.D. (Duke, 1987); Francisco Maia, M.D. (Federal University of Rio de Janeiro Medical School, 1986); James R. Mault, M.D. (Michigan, 1988); Cary H. Meyers, M.D. (Chicago, Pritzker, 1988); Shigeaki Ohtake, M.D. (Osaka University Medical School, 1979); Jeffrey C. Pence, M.D. (New York Med. Coll., 1986); Jonathan M. Potts, M.B., B.S. (Univ. of Adelaide, Australia, 1985); Scott K. Pruitt, M.D. (Columbia, 1987); Cemil M. Purut, M.D. (Duke, 1987); Lewis B. Schwartz, M.D. (Chicago, 1987); Mark W. Sebastian, M.D. (Rush, 1987); Timothy L. Sell, M.D. (Duke, 1988); Mark Tedder, M.D. (Duke, 1988); Hidetoshi Utsunomiya, M.D. (Nippon Medical School, 1977).



Senior Assistant Residents: Gene D. Branum, M.D. (Duke, 1986); Nancy J. Crowley, M.D. (Duke, 1985); Robert D. Davis, M.D. (California at Los Angeles, 1984); Joseph R. Elbeery, M.D. (Georgetown, 1985); Gregory P. Fontana, M.D. (California at Los Angeles, 1984); Robert C. Harland, M.D. (Duke, 1983); David H. Harpole, M.D. (Virginia, 1984); Jeffrey S. Heinle, M.D. (Pittsburgh, 1987); Scott H. Johnson, M.D. (Duke, 1986); J. Scott Kabas, M.D. (Duke, 1985); David S. Peterseim, M.D. (Washington Univ., 1988); Mark D. Plunkett, M.D. (North Carolina at Chapel Hill, 1986); Phillip P. Shaddock, M.D. (California at Los Angeles, 1986); Douglas S. Tyler, M.D. (Dartmouth, 1985); Ronald J. Weigel, M.D. (Yale, 1986).

Assistant Residents: Nathaniel Barnes, M.D. (Harvard, 1989); Hartmuth B. Bittner, M.D. (University of Heidelberg, 1989); Ravi S. Chari, M.D. (Univ. of Saskatchewan, Canada, 1989); Bradley H. Collins, M.D. (Duke, 1989); Cornelius A. Davis III, M.D. (Duke, 1989); J. Michael DiMaio, M.D. (University of Miami, 1987); John A. Fox, M.D. (Columbia, 1989); Mark L. Hagood, M.D. (Alabama, 1989); Jay H. Kim, M.D. (Boston, 1989); Robert C. Kime, M.D. (Duke, 1989); Francis P. Langford, M.D. (Mississippi, 1989); Charles M. LeCroy, M.D. (Duke, 1989); Phillip W. Mack, M.D. (California at Irvine, 1989); John B. Mason, M.D. (Med. Univ. of South Carolina, 1989); Robert D. Mastey, M.D. (Robert Wood Johnson, 1989); Clarence H. Owen, M.D. (Duke, 1989); David T. Price, M.D. (Louisiana, 1989); Scott E. Reeg, M.D. (Illinois, 1989); Lynne A. Skaryak, M.D. (Duke, 1989); Cooper L. Terry, M.D. (Vanderbilt, 1989).

First Year Residents: Micaela Aleman, M.D. (Baylor, 1990); Christopher L. Amling, M.D. (Oregon, 1985); James D. Dalton, Jr., M.D. (Duke, 1990); David T. Dellaero, M.D. (Baylor, 1990); Joseph M. Forbess, M.D. (Harvard, 1990); James E. Gilbert, M.D. (Georgetown, 1990); Keith Kenter, M.D. (Missouri, 1990); Mark K. Lavigne, M.D. (East Carolina, 1990); Carmelo A. Milano, M.D. (Chicago, Pritzker, 1990); Bruce J. Montella, M.D. (Chicago, Pritzker, 1990); John H. Murray, M.D. (Virginia, 1990); James R. B. Nashold, M.D. (East Carolina, 1990); Michael L. Parks, M.D. (South Carolina, 1990); R. Antonio Perez-Tamayo, M.D. (Chicago, Pritzker, 1990); William N. Peugh, M.D. (Washington Univ., 1990); John H. Sampson, M.D. (Canadian Medical School, 1990); David A. Speigel, M.D. (Duke, 1990); Robert J. Spinner, M.D. (Mayo, 1990); Arviner S. Uppal, M.D. (Jefferson, 1990); Stephanie T. Young, M.D. (Duke, 1990).

## DIVISION OF NEUROSURGERY

Instructors and Chief Residents: Herbert E. Fuchs, M.D. (Duke, 1984); Diane L. Kraemer, M.D. (Boston, 1986).

Assistant Residents: Richard M. Foltz, M.D. (Texas Tech., 1988); Sarah J. Gaskill, M.D. (Texas, Health Sciences Ctr., 1988); Carter Harsh, M.D. (Alabama, 1985); Bermans J. Iskandar, M.D. (Pennsylvania, 1989); Monica W. Loke, M.D. (Chicago, 1988); Christopher Paramore, M.D. (Duke, 1987); Eugene Rossitch, Jr., M.D. (Duke, 1985); Jon M. Silver, M.D. (Duke, 1986); Daryl Warder, M.D. (Johns Hopkins, 1987); Jacob N. Young, M.D. (Duke, 1986).

## DIVISION OF ORAL SURGERY

Chief Resident: Michael J. Zak, D.D.S. (Illinois, 1987).

## DIVISION OF ORTHOPAEDIC SURGERY

Instructors and Chief Residents: Herbert S. Gates III, M.D. (Virginia, 1985); John S. Kirkpatrick, M.D. (Bowman Gray, 1985); Steven C. Poletti, M.D. (California at Irvine, 1985); Mark B. Silbey, M.D. (Columbia, 1985); Kevin P. Speer, M.D. (Johns Hopkins, 1985); Dean C. Taylor, M.D. (Duke, 1985); Thomas P. Vail, M.D. (Loyola, 1985); Erich W. Wouters, M.D. (Alabama, 1985).

Assistant Residents: James K. Aymond, M.D. (Louisiana State, 1986); Brett C. Barnes, M.D. (Baylor, 1987); Deanna M. Boyette, M.D. (East Carolina, 1988); Margaret S. Cheng, M.D. (Duke, 1987); Jeffrey A. Clingman, M.D. (Indiana, 1985); Philip G. Coogan, M.D. (Vanderbilt, 1988); Samuel S. Fleming, M.D. (Med. Coll. of Georgia, 1987); Robert L. Friedman, M.D. (California at Los Angeles, 1988); Sandra E. Glasson, M.D. (Duke, 1986); William J. Gray III, M.D. (Uniformed Services Univ., 1983); Langdon A. Hartsock, M.D. (Duke, 1987); James F. Holtzclaw, M.D. (Emory, 1986); Scott R. Jacobson, M.D. (California at Los Angeles, 1988); Robert L. Kimber, M.D. (Emory, 1988); Daniel D. Lahr, M.D. (Hahnemann, 1988); James K. Lanter, M.D. (Tennessee, 1985); Robert E. Lins, M.D. (Michigan, 1988); Raymond R. Monto, M.D. (New York 1986); Harry A. Morris, M.D. (Bowman Gray, 1980); Claude T. Moorman III, M.D. (Cincinnati, 1987); George A. C. Murrell, M.B., B.S. (Adelaide Univ., Australia, 1983); Jean C. Oakes, M.D. (Albany, 1981); Patrick J. Padilla, M.D. (California at Los Angeles, 1988); J. Jeffrey Poggi, M.D. (Rochester, 1986); Terence S. Saxby, M.D. (University of Queensland, 1981); Thomas A. Schroeter, M.D. (Bowman Gray, 1987); Sean P. Scully, M.D. (Rochester, 1986); Steven C. Winters, M.D. (New Jersey, 1987).

Research Fellows: Long-En Chen, M.D. (Chinese Med. Univ. Beijing, 1967); Mohamed M. El-Mahy, M.B., B.Ch. (Ain Shams Coll. of Med., Egypt, 1982).

## DIVISION OF OTOLARYNGOLOGY

Instructors and Chief Residents: Paul A. Abson, M.D. (Washington, 1986); R. Kent Dyer, Jr., M.D. (Bowman Gray, 1986); Peter T. Janicki, M.D. (Baylor, 1986).

Assistant Residents: Mark Armeni, M.D. (Ohio State, 1988); Andrew Coundouriotis, M.D. (Duke, 1987); David J. Hoyt, M.D. (Duke, 1986); David W. Molter, M.D. (Duke, 1988); George L. Murrell, M.D. (Georgetown, 1987); James E. Saunders, M.D. (Oklahoma, 1987); Robert A. Shumway, M.D. (Arizona, 1988).

## **DIVISION OF PLASTIC AND MAXILLOFACIAL SURGERY**

Instructors and Chief Residents: William C. Brown, M.D.C.M. (McGill University Fac. of Med., Montreal, Quebec, 1983); L. Scott Levin, M.D. (Temple, 1982); Richard Rizzuti, M.D. (East Carolina, 1983); Jonathan Schuster, M.D. (Pittsburgh, 1982).

Assistant Residents: Richard Carlino, M.D. (Rutgers, 1984); David Feldman, M.D. (Duke, 1984); Steven G. Harris, M.D. (Duke, 1984); Marc Salzman, M.D. (Tulane, 1984); Benson L. Timmons, M.D. (East Carolina, 1985); James C. Yuen, M.D. (Med. Coll. of Virginia, 1985).

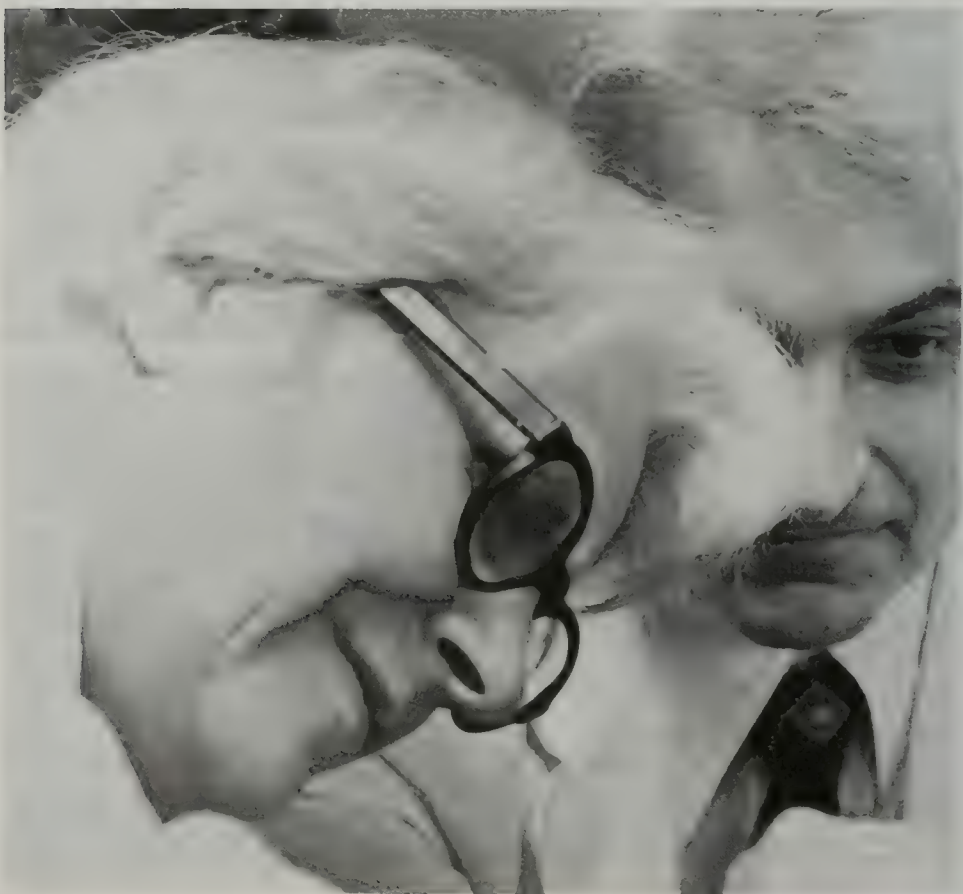
Research Fellows: Tim Mo Chen, M.D. (National Defense Med. Center, Taiwan, 1981); Mohamed Fata, M.D. (Alexandria Univ., Egypt, 1980); Young-Bae Kim, M.D., Ph.D. (Soonchunhyang Univ., Korea, 1989).

## **DIVISION OF UROLOGY**

Instructors and Chief Residents: Niall J. Buckley, M.B., B.Ch. (Univ. Coll., Dublin, 1979); Sam M. Currin, M.D. (South Carolina, 1984); James A. Flatt, M.D. (Vanderbilt, 1985); Ronald P. Kaufman, M.D. (George Washington, 1983).

Assistant Residents: Amir Z. Beshai, M.D. (California at Los Angeles, 1987); Jonathan T. Donaldson, M.D. (Boston, 1986); Roland M. Friedman, M.D. (Med. Coll. of Virginia, 1988); Jeffrey R. Gingrich, M.D. (Michigan, 1987); George K. Ibrahim, M.D. (Duke, 1988); Thomas E. Keane, M.D. (Johns Hopkins, 1986); William W. Kerfoot, M.D. (South Florida, 1985); Jane E. Lacey, M.D. (Uniformed Services Univ., 1984); John A. Mekras, M.D. (Miami, 1986); Stephen A. Mong, M.D. (Indianapolis, 1984); Keith D. Newman, M.D. (Texas A & M, 1987); Luis M. Perez, M.D. (Albert Einstein, 1988); Albert Ruenes, M.D. (Columbia, 1988); John S. Wener, M.D. (Tulane, 1988); Paul R. Young, M.D. (Connecticut, 1987).

Research Fellows: Peter J. E. Effert, M.D. (Med. Sch. of RWTH, Aachen, Germany, 1986); Harold A. Frazier, M.D. (Dartmouth, 1984); Joe Khoury, M.D. (Georgetown, 1981); Susan Timmons, M.D. (Hawaii, 1984).



## ROSTER OF STUDENTS

### Class of 1991

Abramson, Murray A. (Duke), Durham, North Carolina  
Ahmed, Yasmath F. (Massachusetts Instit. of Tech.), Binghamton, New York  
Alspaugh, James A., II (North Carolina at Chapel Hill), Greensboro, North Carolina  
Amato, Mary T. (Tulane), Durham, North Carolina  
Anderson-Brown, Tedra Louise (Duke), Miami, Florida  
Armitage, John Brooks (Yale), Durham, North Carolina  
Barry, Todd Skipper (North Carolina at Chapel Hill), Chapel Hill, North Carolina  
Battistone, Michael J. (Southern College of Seventh-day Adventists), Hendersonville, North Carolina  
Blackford, Susan Pennington (Wellesley), Concord, New Hampshire  
Bracey, Victor A. (Pennsylvania State), Columbia, Maryland  
Buchanan, Scott A. (Brown), Lynnfield, Massachusetts  
Burstain, Jennifer Morrow (Rice), Cedar Falls, Iowa  
Cazzaniga, Stefano L. (Johns Hopkins), Scarsdale, New York  
Chander, Rajat (Columbia), Raleigh, North Carolina  
Choi, Mina Nui (North Carolina at Chapel Hill), Chapel Hill, North Carolina  
Clausen, Kimberly J. (Dartmouth), Durham, North Carolina  
Conrad, Timmie Joe (Purdue), Findlay, Ohio  
Cotterell, Adrian H. (Miami), Miami, Florida  
Coyne, Tamera D. (Brown), Malden, Massachusetts  
Crownover, Richard L. (Linfield), Durham, North Carolina  
Cuffe, Michael S. (Massachusetts Institute of Technology), Pittsford, New York  
DeMallie, Diane A. (Cornell), Pittsford, New York  
DiBernardo, Louis R. (Harvard), West Hurley, New York  
Dockery, Stephen E. (Union), Greensboro, North Carolina  
Doe, Erin Andrew (United States Military Academy), Roswell, New York  
Dolor, Rowena J. (Duke), Columbus, Ohio  
Doyle, Kevin Michael (Virginia), Smithtown, New York  
Dudley, Raymond A. (Duke), Houston, Texas  
Edwards, Paul D. (United States Air Force Academy), St. Augustine, Florida  
Ehrmann, Martha L. (Dartmouth), Waban, Massachusetts  
Farnitano, Christopher (Duke), Mt. Sinai, New York  
Farris, David B. (United States Air Force Academy), St. Augustine, Florida  
Faulstich, Michael E. (North Carolina at Charlotte), Birmingham, Alabama  
Forman, Mark S. (Yale), Great Neck, New York  
Fortuin, Floyd D., Jr. (California at San Diego), Danville, California  
Frucht, David M. (Virginia), Ft. Washington, Maryland  
Fyda, Thomas M. (Dartmouth) Boardman, Ohio  
Gage, Jennifer C. (South Florida), St. Petersburg, Florida  
Gallup, Steven B. (North Carolina State), Raleigh, North Carolina  
Gangarosa, Lisa M. (Cornell), Rochester, New York  
Gaudet, Tracy Williams (Duke), Winston-Salem, North Carolina  
Gault, Janice Ann (Duke), La Grange, Kentucky  
Gillanders, William E. (Williams), Fairfax, Virginia  
Gupta, Amit G. (Johns Hopkins), Langhorne, Pennsylvania  
Hale, Laura P. (Michigan State), Durham, North Carolina  
Harlan, William R. (North Carolina at Chapel Hill), Durham, North Carolina  
Harley, James E. (South Carolina), Banberg, South Carolina  
Hedrick, Holly L. (Indiana), Salem, Indiana  
Hernandez, Javier (United States Military Academy), Arecibo, Puerto Rico  
Hoffman, Eric D. (Washington), Olympia, Washington  
Hren, Catherine Madeline (Cornell), Baldwin, New York  
Johansen, Kirsten L. (Dartmouth), City Island, New York  
Johnson, Cheryl M. (Harvard), Silver Spring, Maryland  
Kantorowski, Pamela A. (Dartmouth), Cooperstown, New York  
Khawly, Joseph A. (Georgetown), Eastchester, New York  
Laforet, Genevieve (Harvard/Radcliff), Chestnut Hill, Massachusetts  
Laskowitz, Daniel T. (Brown), Dobbs Ferry, New York  
Lauvetz, Robert W. (Creighton), Stillwater, Oklahoma  
Lilly, Ronald E. (Wake Forest), Beckley, West Virginia  
Lim, Chang S. (Columbia), Rockville, Maryland  
Lisanby, Sarah H. (Duke), Arlington, Virginia  
Liu, Katharine (Duke), Colonial Heights, Virginia  
Maier, Lisa (Cornell), Fredonia, New York  
Mair, Scott D. (Stanford), Rochester, Minnesota



Maki, Jeffrey H. (California at San Diego), Davis, California  
 Mansbach, Harry H., III (Yale), Memphis, Tennessee  
 Mauney, Michael C. (Duke), Asheville, North Carolina  
 McAree, John A. (Michigan), Livonia, Michigan  
 McDermott, Thomas P., Jr. (North Carolina at Chapel Hill), Charlotte, North Carolina  
 McDonagh, Deidre (Wellesley), Winston-Salem, North Carolina  
 McKee, Scott D. (Colorado), Aurora, Illinois  
 Micca, Joseph L. (Cornell), Rochester, New York  
 Minogue, Michael F. (Duke), Durham, North Carolina  
 Morefield, Steven Q. (Virginia), Laredo, Texas  
 Myers, Barry S. (Toronto), Toronto, Ontario, Canada  
 Nunez, Michael J. (Louisiana State), Meraux, Louisiana  
 O'Brien, James W. (Brown), Albany, New York  
 Oetting, Thomas A. (Duke), Montgomery, Alabama  
 Olivier, Wendy-Ann (Wesleyan), Brooklyn, New York  
 Otley, Clark C. (Williams), Wayne, New Jersey  
 Page, Edwin L. (Davidson), Columbus, Ohio  
 Paranka, Julia A. (Colorado State), Ft. Collins, Colorado  
 Parker, Jennifer L. (Brown), Silver Spring, Maryland  
 Patty, Robin H. (Newcomb), Baton Rouge, Louisiana  
 Persons, Derek A. (Duke), Gaffney, South Carolina  
 Peters, Raymond F. (Michigan), Marquette, Michigan  
 Poteat, Harry T. (Pomona), Paoli, Pennsylvania  
 Potts, Stephen B. (Southern Methodist), Oklahoma City, Oklahoma  
 Query, Charles C., Jr. (Duke), Kannapolis, North Carolina  
 Reynolds, Leslie D. (Hampton), Raleigh, North Carolina  
 Rice, Jeffrey J. (Texas at Austin), San Angelo, Texas  
 Ritch, Karl A. (Loyola), St. Petersburg, Florida  
 Rokoske, Leslie D. (Georgetown), Boone, North Carolina  
 Roque, Susan L. (Hampshire), Lewisville, North Carolina  
 Roth, Neil S. (Duke), Pomona, New York  
 Sater, Richard A. (Florida), Cocoa Beach, Florida  
 Schuster, James (South Dakota), Rapid City, South Dakota  
 Shah, Shafqat (Johns Hopkins), Gaffney, South Carolina  
 Sharpe, Ann Lee (Duke), Elm City, North Carolina  
 Shih, Deborah P. (Birmingham-Southern), Huntsville, Alabama  
 Soto, Pablo F. (Princeton), Birmingham, Alabama  
 Stahl, John A. (Southern Methodist), Tulsa, Oklahoma  
 Stasheff, Steven F. (North Carolina at Chapel Hill), Raleigh, North Carolina  
 Stille, Christopher J. (Brown), Lexington, Massachusetts  
 Suhr, Christopher (North Carolina at Chapel Hill), Raleigh, North Carolina  
 Suhr, Yun (North Carolina State), Cary, North Carolina  
 Suryanarayan, Kaveri (Massachusetts Institute of Technology), Kingston, Rhode Island  
 Tran, Nhu-Linh T. (Hawaii), Pearl City, Hawaii  
 Vance, Charles R. (Princeton), Birmingham, Alabama  
 Walter, Keith A. (California at Davis), Lafayette, California  
 Weidman, Eric R. (Dartmouth), Towson, Maryland  
 Weiss, Sarah B. (Rutgers), Highland Park, New Jersey  
 Wyatt, Richard M. (Washington), Calhan, California  
 Yue, Charles C. (Duke), Wilmington, North Carolina  
 Zimmerman, David A. (Ohio State), Reston, Virginia

## Class of 1992

Aaron, Mark F. (Emory), Millen, Georgia  
 Anderson, Karen Sue (Virginia), Wilmington, Delaware  
 Aust, Michelle (Duke), Spokane, Washington  
 Avva, Ravisankar R. (North Carolina at Chapel Hill), Greensboro, North Carolina  
 Axelson, David A. (Brown), Pittsburgh, Pennsylvania  
 Bachman, Eric S. (Cornell), Tonawanda, New York  
 Baker, Jay A. (Pennsylvania), Lebanon, New Jersey  
 Banks, Beth Ann (Stanford), Brooklyn, New York  
 Banson, Martin L. (Massachusetts Institute of Technology), Longmeadow, Massachusetts  
 Bates, Michael D. (Duke), Rochester, Michigan  
 Berend, Michael E. (Hanover), Columbus, Ohio  
 Blobe, Gerard (Notre Dame), Coopersburg, Pennsylvania  
 Bouras, Ernest P. (Vanderbilt), Jacksonville, Florida  
 Brady, Megan J. (Georgetown), Rochester Hill, Michigan

Bronstein, Seymour M. (Duke), Durham, North Carolina  
 Byers, Jeffrey D. (Rice), Tulsa, Oklahoma  
 Castellino, Sharon M. (Mount Holyoke), Matthews, North Carolina  
 Catena, Thomas G. (Brown), Amsterdam, New York  
 Chen, Edward P. (Stanford), Athens, Georgia  
 Chen, Herbert (Stanford), Marshfield, Wisconsin  
 Chu, Charleen T. (Harvard), Carson, California  
 Clapacs, John T. II (Virginia), Bloomington, Indiana  
 Clyde, Brent L. (California at Los Angeles), Simi Valley, California  
 Cole, Eric L. (Stanford), Durham, North Carolina  
 Coleman, Lee R., Jr. (Miami), Miami, Florida  
 Colvin, Richard (Cornell), West Hempstead, New York  
 Cvijanovich, Natalie Z. (Wake Forest), Winston-Salem, North Carolina  
 Dalton, Thomas M. (Stanford), Springfield, Missouri  
 Davidson, James J. (Ohio State), Westerville, Ohio  
 Deucher, Robert L. (Emory), Parma, Ohio  
 Ducey, Anne L. (Notre Dame), Endwell, New York  
 Eck, John B. (Claremont McKenna), Corona del Mar, California  
 Edelberg, Jay M. (Columbia), Shaker Heights, Ohio  
 Eng, Michael A. (Maryland), Cooksville, Maryland  
 Fisher, Andrew J. (Yale), Miami, Florida  
 Fisher, Marcus S., Jr. (North Carolina at Chapel Hill), Elizabethtown, North Carolina  
 Fromer, Eric S. (Virginia), McLean, Virginia  
 Gade, Karen (Appalachian), Boone, North Carolina  
 Ganchi, Parham A. (Princeton), Wayne, New Jersey  
 Garfinkel, Marc R. (Duke), Pittsburgh, Pennsylvania  
 Gazdag, Andre (California at Davis), Davis, California  
 George, Daniel J. (Duke), Groveland, Massachusetts  
 Gingrich, Jay A. (Kansas), Fairway, Kansas  
 Gordon, Helen M. (Princeton), Chevy Chase, Maryland  
 Graff, David H. (Miami), Beavercreek, Ohio  
 Greene, Karen T. (Duke), West Hempstead, New York  
 Hall, Bruce L. (Princeton), Warminster, Pennsylvania  
 Hammes, Stephen (Cornell), Ithaca, New York  
 Heck, Donald V. (Wake Forest), Clemmons, North Carolina  
 Henry, Mark (Colorado), Arvada, Colorado  
 Hernandez, Eugenio J. (Duke), Key Biscayne, Florida  
 Heskestad, Linda M. (Duke), Dover, Massachusetts  
 Higgins, Peter Doyle (Duke), Hudson, Ohio  
 Hilton, Elizabeth T. (Princeton), Nashville, Tennessee  
 Holmes, Jude, Jr. (North Carolina at Chapel Hill), Mapel Hill, North Carolina  
 Hoopes, Charles (Lebanon Valley), Winston-Salem, North Carolina  
 Huesgen, Christopher T. (Tennessee), Cary, North Carolina  
 Hyer, Randall N. (United States Naval Academy), Los Alamos, New Mexico  
 Idriss, Marilyn M. (Duke), San Juan Capistrano, California  
 Idriss, Salim F. (Duke), Evanston, Illinois  
 Ince, Carlos S., Jr. (Yale), Hampton, New Jersey  
 Jamieson, Denise (Pennsylvania), Lake Wylie, South Carolina  
 Jerome, Keith R. (Georgetown), Ashland, Kentucky  
 Kaufman, Jeffery (New York at Stony Brook), Plainview, New York  
 Keller, Vern A. (California at Los Angeles), Los Angeles, California  
 Kenan, Daniel J. (William and Mary), Durham, North Carolina  
 Kim, Terry (Duke), Plymouth, North Carolina  
 Klugherz, Bruce D. (Harvard), Huntingdon Valley, Pennsylvania  
 Knaut, Andrew L. (Duke), El Paso, Texas  
 Lancaster, Alisa Robinette (Virginia), Gate City, Virginia  
 Lemosy, Ellen K. (Florida), Orlando, Florida  
 Levine, Todd D. (Haverford), Columbia, Maryland  
 Lien, Mary H. (Massachusetts Institute of Technology), San Marino, California  
 Lilly, Mary K. (Wellesley), Beckley, West Virginia  
 Lin, Shu S. (Harvard), Arcadia, California  
 Lloyd, Rhea A. (Howard), Potomac, Maryland  
 MacDougall, Michael J. (Wisconsin), Racine, Wisconsin  
 Marquis, Kimberley A. (Worcester Polytechnic Institute), Mendon, Massachusetts  
 Martineau, Sheila M. (William and Mary), Suffern, New York  
 Mast, Alan (Illinois), Urbana, Illinois  
 Meissner, John D. (Nebraska), Sutherland, Nebraska

Melnick, Jeffrey R. (Princeton), Danville, Virginia  
 Minahan, Robert E., Jr. (Yale), Fort Myers, Florida  
 Moreadith, Jeffrey H. (North Carolina State), Reinholds, Pennsylvania  
 Muly, Emil C. III (Johns Hopkins), Southport, Connecticut  
 Murphy, Brian (Johns Hopkins), Holtsville, New York  
 Nash, S. Russell (Wake Forest), Belton, South Carolina  
 Noonan, Thomas J. (Princeton), Moreland Hills, Ohio  
 Oakley, Lisa M. (Stanford), St. Louis, Missouri  
 Oury, Tim D. (Purdue), Valparaiso, Indiana  
 Pao, Bing S. (North Carolina at Chapel Hill), Raleigh, North Carolina  
 Paolini, John F. (Tulane), New Orleans, Louisiana  
 Patton, Karen L. (Dartmouth), Durham, North Carolina  
 Pauk, John S. (Oberlin), Durham, North Carolina  
 Pracyk, John B. (Duke), Oak Brook, Illinois  
 Pruthi, Raj S. (Stanford), Boca Raton, Florida  
 Rajasinghe, Hiranya A. (Yale), Englewood, New Jersey  
 Reddy, Ashok S. (Duke), Simpsonville, South Carolina  
 Ricci, William M. (Duke), Woodbury, New York  
 Royal, Vernice (Duke), Goldsboro, North Carolina  
 Rubenstein, David S. (Princeton), Brooklyn, New York  
 Sasser, David C. (Miami), North Miami Beach, Florida  
 Shao, Spencer (Virginia), Springfield, Virginia  
 Siderowf, Andrew D. (Yale), Westport, Connecticut  
 Smith, Jill A. (Canisius), Durham, North Carolina  
 Smith, Matthew R. (Canisius), Lakeview, New York  
 Somers, Mark J. (Yale), Kettering, Ohio  
 Sonkin, Peter L. (North Carolina at Chapel Hill), Fayetteville, North Carolina  
 Steiner, Theodore (Harvard), Coral Gables, Florida  
 Stenzel, Timothy T. (Grinnell), New Hope, Minnesota  
 Stonnington, Michael J. (Virginia), Richmond, Virginia  
 Sung, Jane (Cornell), Potomac, Maryland  
 Taber, Jeffrey E. (Johns Hopkins), El Paso, Texas  
 Tedder, Stephen D. (Duke), Greensboro, North Carolina  
 Tharrington, Christopher L. (North Carolina at Chapel Hill), Raleigh, North Carolina  
 Tsai, Donald E. (Harvard), Bethesda, Maryland  
 Vakkur, Mark (United States Military Academy), South Bend, Indiana  
 Ventimiglia, Joe B. (Dartmouth), Arlington, Texas  
 Wallace, Michael B. (Oberlin), Durham, North Carolina  
 Walsh, Michael J. (Case Western Reserve), Riverview, Michigan  
 Watson, Mark (Rice), Durham, North Carolina  
 Watts, Greta Y. (Miami), Burgaw, North Carolina  
 Wei, Maria L. (Michigan), Ann Arbor, Michigan  
 Weidner, Alison C. (Duke), Allentown, Pennsylvania  
 Wilson, Stephen J. (Stanford), Santa Ana, California  
 Wray, Dannah W. (Warren Wilson), Chapel Hill, North Carolina  
 Wyss, Stephen P. (California at San Diego), Manhattan Beach, California  
 Yen, Stephanie P. (Dartmouth), Hanover, New Hampshire  
 Young, Timothy N. (Duke), Durham, North Carolina  
 Zakaria, Aamir M. (Harvard), Newington, Connecticut

### Class of 1993

Ahuja, Nita (Maryland), McLean, Virginia  
 Alexander, Kelly A. (Duke), Gainesville, Florida  
 Areford, Matthew L. (Hampden-Sydney), Jacksonville, Florida  
 Arnold, Walter D., Jr. (Virginia), Bristol, Tennessee  
 Backus, Mark A. (Stanford), Seattle, Washington  
 Boockvar, Kenneth S. (Harvard), Woodmere, New York  
 Bowns, Clifford, Jr. (Illinois), Naperville, Illinois  
 Bowman, Brian P. (Tampa), Maryland Heights, Missouri  
 Bright, David K. (Otago), Vienna, Virginia  
 Carruth, Mark R. (Tulane), Largo, Florida  
 Chandler, Paulette D. (Princeton), Upper Marlboro, Maryland  
 Chang, Phyllis S. (Duke), Morgantown, West Virginia  
 Chao, Richard C. (Duke), Fayetteville, North Carolina  
 Cihak, Robert A. (Notre Dame), Lewiston, Indiana  
 Clark, Christopher T. (California at Berkeley), Durham, North Carolina  
 Clement, Rita A. (Union), Webster, New York



Coles, Robert E. (Harvard), Durham, North Carolina  
 Cooper, Howard A. (Harvard), New Rochelle, New York  
 Cunnion, Kenji M. (Dartmouth), Essex, New York  
 Day, Steven E. (Duke), Gastonia, North Carolina  
 Dean, Gregory S. (North Carolina State), Raleigh, North Carolina  
 Dees, Elizabeth C. (Princeton), Alexandria, Virginia  
 Dimsdale, Jason M. (Wofford), Sylva, North Carolina  
 Donnelly, Daniel S. (Virginia Tech), Richmond, Virginia  
 Dorman, Susan E. (Trinity), Durham, North Carolina  
 Early, Bridget P. (N. E. Missouri State), Chapel Hill, North Carolina  
 Ervin, Christopher E. (Furman), College Park, Georgia  
 Felker, Gary M. (Southern Methodist), Ft. Smith, Arizona  
 Fields, Timothy A. (Chicago), Crowley, Louisiana  
 Flynn, Michael K. (Brown), Ridgewood, New Jersey  
 Gilman, Eugenia M. (Princeton), Cullowhee, North Carolina  
 Gravatt, Lee C. (Duke), Rockville, Maryland  
 Green, Robert J. (Duke), Palm Beach, Florida  
 Greene, Deborah R. (City College of New York), Alameda, California  
 Ha, Van T. (Georgetown), Springfield, Virginia  
 Haplea, Seth S. (Vanderbilt), Huron, Ohio  
 Hartman, Jeffrey S. (Iowa), Ames, Iowa  
 Hegde, Sanjay S. (Duke), Tallahassee, Florida  
 Herbsman, Oded (Florida), Durham, North Carolina  
 Hsu, Jordan C. (Duke), Rockville, Maryland  
 Huang, David Y. (Duke), Chapel Hill, North Carolina  
 Hunter, Rosemary J. (Emory), Tallahassee, Florida  
 Jayawant, Amar A. (Duke), Hockessin, Delaware  
 Jordan, Lyndon K., III (Duke), Smithfield, North Carolina  
 Kaplan, Andrew M. (Amherst), Framingham, Massachusetts  
 Kelly, Larry W. (Duke), Raleigh, North Carolina  
 Kemper, Alex R. (Johns Hopkins), Fort Lauderdale, Florida  
 Kocher, Minider S. (Dartmouth), Penfield, New York  
 Kottra, Jennifer J. (Stanford), Anchorage, Alaska  
 Kraus, John E., Jr. (Florida), Gainesville, Florida  
 Landau, Mary Elizabeth (North Carolina at Chapel Hill), Durham, North Carolina  
 Lee, David M. (Stanford), Fosston, Minnesota  
 Lee, Steve K. (Illinois), Palatine, Illinois  
 Levy, Jill R. (Dartmouth), Syosset, New York  
 Lewis, Cleveland W., Jr. (North Carolina at Chapel Hill), Wilson, North Carolina  
 Li, Robert A. (California at Los Angeles), Rancho Palos Verdes, California  
 Lilly, Edward G., III (Davidson), Raleigh, North Carolina  
 Lodge, Andrew J. (Virginia), Trenton, New Jersey  
 Lukes, Andrea S. (Duke), Asheville, North Carolina  
 Marx, Christine E. (Swarthmore), Philadelphia, Pennsylvania  
 Massey, Marga F. (Duke), Elizabeth City, North Carolina  
 Massing, Mark W. (Florida Atlantic), Fort Lauderdale, Florida  
 Maurer, Erik J. (Wisconsin), Marshfield, Wisconsin  
 McAllister, Anne K. (Davidson), Wilmington, North Carolina  
 McInnes, John S. (Carnegie Mellon), Claymont, Delaware  
 Miller, Jeanne E. (North Carolina State), Pineville, North Carolina  
 Muir, Andrew J. (Trinity), Lenexa, Kansas  
 Murata, Yoshihiko (Stanford), Cupertino, California  
 Osborn, Barbara H. (Brown), Philadelphia, Pennsylvania  
 Palmer, Scott M., Jr. (Oberlin), Cherry Hill, New Jersey  
 Patterson, Lisa F. (Emory), Winder, Georgia  
 Pete, Karl L. (William and Mary), Norfolk, Virginia  
 Quan, Long T. (Indiana), Indianapolis, Indiana  
 Reece, Gerry L. (Emory), Woodstock, Georgia  
 Rich, Jeremy N. (Washington), Bethesda, Maryland  
 Roddenberry, John E. (Georgia), Macon, Georgia  
 Roe, Matthew T. (Virginia), Reston, Virginia  
 Ross, Barbra A. (California at Berkeley), Los Angeles, California  
 Saperstein, Lawrence A. (Duke), Durham, North Carolina  
 Scher, David M. (Brown), South Orange, New Jersey  
 Shaw, Heather S. (Harvard), Wilmington, North Carolina  
 Shi, Patricia A. (Johns Hopkins), Buffalo, New York  
 Sicard, Michael W. (South Florida), Ormond Beach, Florida

Sidbury, Robert (Duke), San Francisco, California  
 Smart, Brian A. (Washington), Garrett Park, Maryland  
 Smith, Timothy W. (Duke), Greensboro, North Carolina  
 Stanley, Samuel D. (Duke), Durham, North Carolina  
 Steinberg, Leonard A. (Emory), Doraville, Georgia  
 Stidham, Katrina R. (Duke), Knoxville, Tennessee  
 Strong, Sharon M. (Pittsburgh), Pittsburgh, Pennsylvania  
 Taylor, Donald M. (Duke), Durham, North Carolina  
 Ting, David Y. (Duke), Silver Spring, Maryland  
 Tong, Frank C. (Texas at Austin), Atlanta, Georgia  
 Verghese, George M. (Duke), Cary, North Carolina  
 Walton, Terrence W. (University of the South), Huntsville, Alabama  
 Watke, Christopher M. (Duke), Sacramento, California  
 Weiner, Michael (Brown), New York, New York  
 Wenzel, Frederick G. IV (Davidson), Clyde, North Carolina  
 Whitaker, Elizabeth G. (Davidson), Roanoke Rapids, North Carolina  
 Wigod, Mark D. (California at Berkeley), Long Beach, California  
 Zellman, Glenn L. (Duke), Oceanside, New York  
 Zempolich, Karen A. (Duke), Lanham, Maryland  
 Zipprich, Diane A. (Notre Dame), Hopewell Junction, New York

### Class of 1994

Altman, Kenneth W. (Illinois), Durham, North Carolina  
 Arnder, Lance L. (North Carolina State), Cary, North Carolina  
 Baker, Carol I. (Virginia), Charlotte, North Carolina  
 Banit, Daxes M. (Emory), Tucker, Georgia  
 Barbee, Daniel G. (William and Mary), Lumberton, North Carolina  
 Bauman, Monica J. (California at Los Angeles), West Hills, California  
 Bazar, Kimberly A. (Cornell), Middlefield, Connecticut  
 Benjamin, Arthur (Cornell), Jamaica, New York  
 Blair, David R. (Georgetown), Sterling, Virginia  
 Bowman, Brock K. (Johns Hopkins), Los Gatos, California  
 Britt, James W. (North Carolina at Chapel Hill), Raleigh, North Carolina  
 Britt, John C. (North Carolina at Chapel Hill), Elizabethtown, North Carolina  
 Brown, Rachel A. (Emory), New Orleans, Louisiana  
 Bullard, Steven R. (Brown), Charlotte, North Carolina  
 Buranosky, Raquel A. (Georgetown), Franklin, Pennsylvania  
 Cabell, Christopher H. (Pennsylvania State), Clarence, New York  
 Chai, Paul J. (Duke), Holmdel, New Jersey  
 Chen, Frederick (Wisconsin), Marshfield, Wisconsin  
 Clark, Carolyn A. (Rhode Island), Newton, Massachusetts  
 Clark, Dwayne C. (United States Naval Academy), Annapolis, Maryland  
 Dugas, Jeffrey R. (North Carolina State), Charlotte, North Carolina  
 El-Shammaa, Emile N. (Maryland Eastern Shore), Rockville, Maryland  
 Esposito, David J. (Yale), Milford, Connecticut  
 Fard, Arman K. (Pennsylvania), King of Prussia, Pennsylvania  
 Fields, Michael J. (Pennsylvania), Silver Spring, Maryland  
 Floberg, Dane R. (Colorado), Denver, Colorado  
 Fortuin, Brian W. (California at Santa Barbara), Danville, California  
 Friedman, Tony (Harvard), Brooklyn, New York  
 Gerke, Calvin G., Jr. (Texas at Austin), Charlotte, North Carolina  
 Gillespie, Richard R., Jr. (Lenoir-Rhyne), Charlotte, North Carolina  
 Goldstein, Jeffrey B. (Duke), Bridgewater, New Jersey  
 Grigg, Diane M. (Duke), Rock Hill, South Carolina  
 Gynn, Jeffrey H. (Duke), Fairfax Station, Virginia  
 Hasselman, Carl T. (Pittsburgh), St. Marys, Pennsylvania  
 Hasty, Christopher C. (North Carolina at Chapel Hill), Durham, North Carolina  
 Haura, Eric B. (Johns Hopkins), Bridgewater, New Jersey  
 Henn, Jeffrey S. (Ohio State), Kirtland, Ohio  
 Hester, Mark A. (Duke), Elizabethtown, North Carolina  
 Hoffman, Robert D. (Florida), Jacksonville, Florida  
 Howard, Gayle C. (California at San Diego), Carlsbad, California  
 Huang, Patti C. (Duke), Chapel Hill, North Carolina  
 Hunter, Jennifer L. (Duke), Plainfield, New Jersey  
 Hutchinson, Cary H. (New Mexico), Durham, North Carolina  
 Kauffman, Kimberly S. (Virginia), Titusville, New Jersey  
 Kaynan, Ayal M. (Pennsylvania), Hilliswood, New York

Keogh, Maureen L. (Duke), Norwalk, Connecticut  
 Keogh, Patricia E. (Duke), Norwalk, Connecticut  
 Kevill, Katherine A. (Williams), Babylon, New York  
 Kirk, Kevin P. (South Carolina), Herkimer, New York  
 Lee, Maggie C. (Yale), San Pedro, California  
 Lee, Robert E. III (Notre Dame), Churchville, Pennsylvania  
 Lucas, Gregory M. (Notre Dame), Deerfield, Illinois  
 Lynch, John R. (Brown), Grafton, Virginia  
 Malchow, Steven C. (Washington), St. Louis, Missouri  
 Mass, Stephen C. (Vanderbilt), Plantation, Florida  
 May, Christopher W. (Brown), Rochester, New York  
 Maybodi, Mitra (Iowa), Iowa City, Iowa  
 McFarland, Barbara Jill (Duke), Indian Wells, California  
 McMann, Amy E. (Duke), Chevy Chase, Maryland  
 McSwain, Mark W. (Virginia Military Institute), Wilmington, North Carolina  
 Mehran, Amir-Hossein (Brown), Tehran, Iran  
 Mellin, Andrew F. (Cornell), Fort Lauderdale, Florida  
 Monks, John E. (Tufts), Wolden, Massachusetts  
 Murthy, Thippeswamy H. (Case Western Reserve), Pittsburgh, Pennsylvania  
 Nazaire, Fausta (Wellesley), Queens Village, New York  
 Padin, Cheryl J. (Duke), Franklin, Pennsylvania  
 Pak, Wanda (Duke), Carrboro, North Carolina  
 Payne, George B. (Brown), Durham, North Carolina  
 Pickar, Amy E. (Pennsylvania), Maitland, Florida  
 Piglia, Lisa M. (North Carolina at Chapel Hill), Durham, North Carolina  
 Piller, Christopher P. (Hobart), Cobleskill, New York  
 Prasad, Subir (Mississippi), Oxford, Mississippi  
 Register, Brian S. (Morehouse), Sumter, South Carolina  
 Rimmele, Frederick C. III (Amherst), Clifton, New Jersey  
 Roland, Frank H., Jr. (Pennsylvania), Greensboro, North Carolina  
 Ross, Jane W. (North Dakota), Durham, North Carolina  
 Rouleau, Peggy A. (James Madison), Williamsburg, Virginia  
 Sam, Albert D. (Morehouse), New Orleans, Louisiana  
 Schaffer, James W. (Duke), Huntersville, North Carolina  
 Schneider, Andrew M. (Duke), Suffern, New York  
 Schoenfeld, David E. (Cornell), Thiells, New York  
 Schreiber, Jonathan L. (Stanford), Dix Hills, New York  
 Scheifer, Stuart E. (Duke), Potomac, Maryland  
 Siegfried, Marion E. (Pennsylvania State), Hilltown, Pennsylvania  
 Smith, Darin S. (Indiana), Sandusky, Ohio  
 Smothers, Chanrea D. (Princeton), Memphis, Tennessee  
 Sonny, Marya (Massachusetts Institute of Technology), Syosset, New York  
 Spraggins, Yolanda (Pennsylvania), Detroit, Michigan  
 Srebro, Sharon L. (North Carolina State), Durham, North Carolina  
 Stambaugh, Lloyd E. III (Missouri), Hallsville, Missouri  
 Stenftenagel, Judith A. (Indiana), Jasper, Indiana  
 Stone, Kimberly Crapo (Brigham Young), Chapel Hill, North Carolina  
 Sublett, Toni D. (California at Los Angeles), Hayward, California  
 Sumner, Sean M. (North Carolina at Chapel Hill), Scarborough, Ontario, Canada  
 Swett, Jay W. (Dartmouth), Pittsburgh, Pennsylvania  
 Thompson, Joff G. (Boston), Grand Forks, North Dakota  
 Toth, Alison P. (Yale), New Fairfield, Connecticut  
 Trauner, Michael A. (California at Los Angeles), Sunnyvale, California  
 Turner, Michael B. (Vanderbilt), Clearwater, Florida  
 Usadi, Moshe Mark E. (Yale), New Haven, Connecticut  
 Via, Dan F. (Duke), Durham, North Carolina  
 Wellington, Melanie A. (Brown), Pittsburgh, Pennsylvania  
 Wilborn, Anita M. (Vanderbilt), Clarksville, Tennessee  
 Wong, Cindy V. (Princeton), Honolulu, Hawaii  
 Woodard, Lawrence, Jr. (Morehouse), New Orleans, Louisiana  
 Woods, Christopher W. (Yale), Atlanta, Georgia  
 Woolley, Charles T. (Cornell), Cambridge, Massachusetts  
 Wu, Richard C. (Duke), Salisbury, North Carolina  
 Wurst, Eric A. (Duke), Asheville, North Carolina  
 Yelin, Julie B. (Texas at Austin), Houston, Texas  
 Yun, Joon K. (Harvard), Rockville, Maryland



## Class of 1990 with Postgraduate Year One Appointments

- Adamson, William Talbot (Norfolk, Virginia) University of Pennsylvania, Philadelphia, Pennsylvania—General Surgery
- Ahearn, Eileen Patricia (South Windsor, Connecticut) Duke University Medical Center, Durham, North Carolina—Psychiatry
- Axelrod, Mac (Beverly Hills, California) Pacific Presbyterian Medical Center, San Francisco, California—Internal Medicine/Anesthesiology
- Bacon, David S. (Midland, Michigan) Emory University School of Medicine, Atlanta, Georgia—Transitional—Anesthesiology
- Bass, James Caleb III (Rock Hill, South Carolina) University of Michigan, Ann Arbor, Michigan—Radiology
- Black, Kevin John (West Columbia, South Carolina) Washington University-Barnes Hospital, St. Louis, Missouri—Academic Psychiatry
- Boiselle, Phillip Michael (Fayetteville, North Carolina) North Carolina Memorial Hospital, Chapel Hill, North Carolina—Internal Medicine/Diagnostic Radiology
- Bravo, Nicola Sheree (Silver Spring, Maryland) The Johns Hopkins Hospital, Baltimore, Maryland—Medicine/Academic Dermatology
- Brooks, Werner Commodore (Fayetteville, North Carolina) Medical University of South Carolina, Charleston, South Carolina—Orthopaedic Surgery
- Bunton, Jayne Leah (Union Grove, North Carolina) Mountain Area Health Education Center, Asheville, North Carolina—Family Practice
- Chan, Krammie Mei-Kwan (Charlotte, North Carolina) Tucson Hospital, Tucson, Arizona—Transitional—Diagnostic Radiology
- Chao, Albert Chung-Kuang (Fayetteville, North Carolina) Thomas Jefferson University, Philadelphia, Pennsylvania—Family Practice
- Checani, Gregg Charles (Natick, Massachusetts) University of California, San Francisco, California—Urologic Surgery
- Cheng, Christine Ann (Lawrence, Kansas) Duke University Medical Center, Durham, North Carolina—General Surgery
- Colligan, Joseph F., Jr. (Jacksonville, North Carolina) McGaw Medical Center-Northwestern Affiliate, Chicago, Illinois—Medicine/Anesthesiology
- Cope, Darrell Anthony (Cary, North Carolina) Medical University of South Carolina, Charleston, South Carolina—Obstetrics and Gynecology
- Corcoran, Melissa C. (Metairie, Louisiana) Duke University Medical Center, Durham, North Carolina—Medicine/Pediatrics, Hematology-Oncology
- Crews, Jennie Robertson (Burlington, North Carolina) Duke University Medical Center, Durham, North Carolina—Medicine/Hematology-Oncology
- Dalton, James David, Jr. (Summerville, South Carolina) Duke University Medical Center, Durham, North Carolina—Orthopaedic Surgery
- Darling, Thomas N. (Rochester, New York) North Carolina Memorial Hospital, Chapel Hill, North Carolina—Medicine-Dermatology
- Doce, Stacy Lee (Newburgh, New York) Undecided
- Donnelly, Kathleen McAvoy (Warminster, Pennsylvania) Walter Reed Army Medical Center, Washington, D. C.—Pediatrics-Critical Care
- Donnelly, Kathleen McAvoy (Warminster, Pennsylvania) Walter Reed Army Medical Center, Washington, DC—Pediatrics
- Enright, Jill (Greensboro, North Carolina) University of California-San Diego Medical Center, San Diego, California—Internal Medicine
- Epstein, Robert Eric (Edison, New Jersey) Jefferson Medical College, Philadelphia, Pennsylvania—Transitional/Radiology
- Farmer, Shauna Suzanne Tilley (Charlotte, North Carolina) St. John's Mercy Medical Center, St. Louis, Missouri—Family Practice
- Farmer, Thomas Hackney Richardson (Durham, North Carolina) Barnes Hospital-Mallinckrodt Institute of Radiology, St. Louis, Missouri—Academic Radiology
- Feaser, Scott Alan (New Cumberland, Pennsylvania) University of Maryland, Baltimore, Maryland—Internal Medicine/Cardiology
- Fischer, Marc A. (Jericho, New York) University of Washington, Seattle, Washington—General Pediatrics
- FitzHarris, Gregory P. (Gainesville, Florida) Walter Reed Army Medical Center, Washington, D. C. —General Surgery
- Garner, Juli A. (Aberdeen, Maryland) Vanderbilt University Medical Center, Nashville, Tennessee—Internal Medicine/Cardiology
- Ghotbi, Muhammad S. (Towson, Maryland) University of California, San Francisco, California—Medicine
- Gleason, Lisa Anne (Groton, Massachusetts) San Diego Naval Hospital, San Diego, California—Internal Medicine

Go, Joan Maychu (Ellicott City, Maryland) University of Maryland, Baltimore, Maryland–Internal Medicine

Gottlieb, Justin Louis (Winston-Salem, North Carolina) Pacific Presbyterian Medical Center, San Francisco, California–Medicine/Ophthalmology

Graff, Jonathan Michael (Beavercreek, Ohio) Massachusetts General Hospital, Boston, Massachusetts–Internal Medicine

Graham, Bethany Caroline (Nashville, Tennessee) Brigham and Women's Hospital, Boston, Massachusetts–Internal Medicine

Green, Tamar Ashksbaum (Wyncote, Pennsylvania) Duke University Medical Center, Durham, North Carolina–Internal Medicine

Hall, Charles Daniel (Burlington, North Carolina) University of Miami/Jackson Memorial Hospital, Miami, Florida–Medicine/Neurology

Harrell, Robert L. III (Baltimore City, Maryland) Medical College of Pennsylvania, Philadelphia, Pennsylvania–Thoracic Surgery

Hawkins, Saralyn R. (Gastonia, North Carolina) North Carolina Memorial Hospital, Chapel Hill, North Carolina–Emergency Medicine

Holder, Chad Ashley (Clemmons, North Carolina) New Hanover Memorial Hospital, Wilmington, North Carolina–Medicine/Diagnostic Radiology

Holt, Peter David (Silver Spring, Maryland) University of Hawaii, Honolulu, Hawaii–Transitional/Radiology

Inge, W. Warriner III (Dover, Delaware) Eisenhower Army Medical Center, Augusta, Georgia–Family Medicine/Anesthesiology

Karfias, Cynthia Susan (Chicago, Illinois) North Carolina Memorial Hospital, Chapel Hill, North Carolina–Medicine/Diagnostic Radiology

Koger, Kim Edward (Orlando, Florida) Stanford University Affiliated Hospitals, Palo Alto, California–General Surgery

Lilley, Eileen Robin (Slidell, Louisiana) Jefferson Medical College, Philadelphia, Pennsylvania–Transitional/Ophthalmology

Malisch, Timothy Wayne (Rolla, Missouri) Vanderbilt University Medical Center, Nashville, Tennessee–Radiology

McCahill, Laurence Edward (Western Springs, Illinois) University of Washington, Seattle, Washington–General Surgery

McDonald, Josh William (Huntington, New York) Duke University Medical Center, Durham, North Carolina–Pathology

McMillan, Edward Beman (Charleston, West Virginia) The Johns Hopkins Hospital, Baltimore, Maryland–Internal Medicine

Miller, Mark Frederic (Midland, Texas) Duke University Medical Center, Durham, North Carolina–Internal Medicine

Moran, Kimberly Iris (Columbia, Maryland) University of Maryland, Baltimore, Maryland–Medicine/Obstetrics and Gynecology

Morrow, Nathan Gibson (Perrysburg, Ohio) University of Washington Affiliated Hospitals, Seattle, Washington–Internal Medicine

Moseley, Walton Strozier (Raleigh, North Carolina) Washington University-Barnes Hospital, St. Louis, Missouri–Internal Medicine

Moskaluk, Christopher A. (Midlothian, Illinois) National Institutes of Health, Bethesda, Maryland–Academic Pathology

Pacifico, Albert Dominick, Jr. (Helena, Alabama) University of Washington Affiliated Hospitals, Seattle, Washington–Internal Medicine

Papadopoulos, Spyridon George (Sanford, North Carolina) University of Colorado, Denver, Colorado–Pediatrics

Paranka, Julia Anne (Ft. Collins, Colorado) Undecided

Perona, Barbara Piez (Bethesda, Maryland) Harvard Medical School, Boston, Massachusetts–Orthopaedic Surgery

Perry, William Brian (Hammond, Louisiana) Wilford Hall United States Air Force Medical Center, San Antonio, Texas–General and Thoracic Surgery

Pratt, Rebecca Ann (Durham, North Carolina) Vanderbilt University Medical Center, Nashville, Tennessee–Pediatrics

Pruthi, Asit S. (Boca Raton, Florida) Santa Barbara Cottage Hospital, Santa Barbara, California–Medicine/Ophthalmology

Rajan, Rishi Raj (Gaithersburg, Maryland) Georgetown University, Washington, D. C.–Urologic Surgery

Rettig, Matthew B. (Beverly Hills, California) University of Southern California, Los Angeles, California–Medicine/Academic Rheumatology

Robbins, Robert Joseph (Metairie, Louisiana) Baylor College of Medicine, Houston, Texas–Cardio-Thoracic Surgery

Rodabaugh, Kerry J. (Raleigh, North Carolina) Duke University Medical Center, Durham, North Carolina—Obstetrics and Gynecology/Gynecologic Oncology

Rustad, Todd Johnson (Lincoln, Nebraska) University of Michigan Hospitals, Ann Arbor, Michigan—Head and Neck Surgery

Shoemaker, David Link (Raleigh, North Carolina) University of Pittsburgh Health Sciences Center, Pittsburgh, Pennsylvania—General Surgery/Otolaryngology

Simons, Grant Russell (Closter, New Jersey) Brigham and Women's Hospital, Boston, Massachusetts—Internal Medicine

Smith, Spencer M. (Mesa, Arizona) Washington University-Mallinckrodt Institute of Radiology, St. Louis, Missouri—Academic Diagnostic Radiology

Spiegel, David Andrew (Durham, North Carolina) Duke University Medical Center, Durham, North Carolina—Orthopaedic Surgery

Starck-McLean, Linda (Middle Village, New York) University of Rochester, Rochester, New York—Internal Medicine

Stein, Adam David (Closter, New Jersey) University of California, San Diego, California—Otolaryngology

Stoler, Robert Craig (Louisville, Kentucky) University of Texas, Southwestern Medical School, Dallas, Texas—Internal Medicine

Stout, Steven Phillip (Greensboro, North Carolina) North Carolina Memorial Hospital, Chapel Hill, North Carolina—Medicine/Pediatrics

Strain, Jay James (Riverdale, New York) University of Chicago, Chicago, Illinois—General Surgery

Stranne, Steven Kent (Columbus, Ohio) Case Western Reserve University Hospital, Cleveland, Ohio—Orthopaedic Surgery

Sumrall, Richard Warren (Merritt Island, Florida) Eglin Air Force Base Medical Center, Fort Walton Beach, Florida—Family Medicine

Swaim, Mark W. (Kernersville, North Carolina) Duke University Medical Center, Durham, North Carolina—Academic Medicine and Basic Science Research

Thielman, Nathan Maclyn (Montreat, North Carolina) Duke University Medical Center, Durham, North Carolina—Academic Internal Medicine

Thomas, Laura Oliver (St. Louis, Missouri) North Carolina Memorial Hospital, Chapel Hill, North Carolina—Medicine/Diagnostic Radiology

Vandermeer, Emile Gerard (Clayton, North Carolina) Vanderbilt University Medical Center, Nashville, Tennessee—Internal Medicine/Cardiology

Van Steyn, Scott Jeffrey (Worthington, Ohio) Ohio State University Hospital, Columbus, Ohio—Orthopaedic Surgery





Vandermeer, Emile Gerand (Clayton, North Carolina) Vanderbilt University Medical Center, Nashville, Tennessee-Internal Medicine/Cardiology

Vimelli, Suzanne (Winchester, Massachusetts) Beth Israel Hospital, Boston, Massachusetts-Medicine/Dermatology

Waite, Kathleen Ann (Huron, Ohio) Duke University Medical Center, Durham, North Carolina-General Internal Medicine

Wallendal, Michele (Flemington, New Jersey) University of Colorado, Denver, Colorado-Pediatrics

Wang, Andrew (Durham, North Carolina) The Johns Hopkins Hospital, Baltimore, Maryland-Internal Medicine

Warner, Michael Alan (Albany, Oregon) Emmanuel Hospital/Health Center, Portland, Oregon-Transitional-Ophthalmology

Witkin, Robin Gugenheim (Fair Lawn, New Jersey) The Johns Hopkins University, National Children's Hospital, Washington, DC-Pediatrics

Woodard, Pamela Karen (Newton, Massachusetts) North Carolina Memorial Hospital, Chapel Hill, North Carolina-Medicine/Radiology

Wu, Doris Pei-Ling (Davie, Florida) University of California-Irvine Medical Center, Irvine, California-Internal Medicine

Wu, Justin Ja-Li (Raleigh, North Carolina) North Carolina Memorial Hospital, Chapel Hill, North Carolina-Medicine/Pediatrics

Yacullo, Robert Charles, Jr. (Durham, North Carolina) Baylor University Medical Center, Dallas, Texas-Radiology

Yeh, Flora Mei-Ching (Jacksonville, Alabama) Baylor College of Medicine, Houston, Texas-Pediatrics

Young, Katherine B. (Newport News, Virginia) Stanford University Medical Center, Palo Alto, California-Plastic and Reconstructive Surgery

Young, Stephanie Teletsky (Rockville, Maryland) Duke University Medical Center, Durham, North Carolina-Surgery/Otolaryngology

Zeiler, Mari Ann (Honolulu, Hawaii) Hennepin County Medical Center, Minneapolis, Minnesota-Transitional-Ophthalmology

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## *School of Nursing*



## The Master of Science in Nursing Program

The School of Nursing offers a program leading to the Master of Science in Nursing degree, which educates professional nurses for advanced practice in a clinical specialty or nursing administration. Graduates are prepared to function as clinical specialists in tertiary care settings or as mid-level administrators in complex organizations.

The integration of education, practice, and research undergirds the entire curriculum and the behavior of those individuals involved in the educative process.

A graduate of the program will be expected to:

1. synthesize concepts and theories from nursing and related disciplines to form the basis for advanced practice;
2. demonstrate expertise in a defined area of advanced practice;
3. conduct scientific inquiry to validate and refine knowledge relevant to nursing;
4. demonstrate leadership and management strategies for advanced practice;
5. demonstrate proficiency in the use and management of advanced technology related to patient care and support systems;
6. analyze socio-cultural, ethical, economic, and political issues and develop strategies to influence the outcomes; and
7. demonstrate the ability to engage in collegial intra- and interdisciplinary relationships in the conduct of advanced practice.

A student may choose one of three areas in which to specialize: (1) critical care–adult or child; (2) oncology–adult or child; and (3) administration of nursing services. Students pursue their educational endeavors with faculty and clinical associates who have expertise and research in the student's chosen area of specialization. Our curriculum is designed to provide maximum flexibility for full-time or part-time study.



<b>General Curriculum Design</b>	
Theoretic Bases for Advanced Nursing Practice.....	3
Organizational Behavior and Processes .....	3
Health Care Technology .....	3
Processes of Inquiry .....	6
Area of Specialization	
Content and Practice .....	12-15
Elective .....	3-6
Thesis (or) .....	9 (or)
Non-Thesis Option .....	6
Total	39

## Admission Requirements

1. Bachelor's degree with an upper division nursing major from a program accredited by the National League for Nursing.
2. Minimum of one year's experience in area relevant to projected course of study in a clinical specialty and three years for administration.
3. Undergraduate grade point average of 3.0 on a 4.0 scale.
4. Satisfactory performance on the Graduate Record Examination.
5. Satisfactory completion of course in descriptive and inferential statistics.
6. Eligibility to be licensed as a professional nurse in North Carolina.
7. Documentation of the acquisition of physical assessment knowledge and skills for those applicants choosing a clinical specialty.
8. Three references attesting to personal and professional qualifications. At least two references must be from former employers, faculty members, or deans.
9. Personal interview. Other arrangements may be considered when distance is a factor.

Selection will be based on the applicant's qualifications, intellectual curiosity, potential for professional growth, and contribution to the profession. Exception to any of these requirements will be considered on an individual basis.

## Date for Application

An application for full-time study, with all supporting documents, must be submitted by 1 March for fall semester early admission. Applications for part-time study must be received by 1 March, 1 July, or 1 January.

## Courses

**NUR-300. Theoretic Bases for Advanced Nursing Practice.** The major components of this core course—Nursing, Health, Persons, and Environment—are approached as the bases for advanced nursing practice in a complex health care center. The focus is the analysis of relevant principles, theories, and issues for the synthesis of a framework for advanced nursing practice. 3 credits.

**NUR-303. Issues in Contemporary Health Care Organizations.** The course will survey the key concepts and elements which form the basis for understanding the health care organization and the environment in which it exists. Presentation of selected theories and research supporting organizational structure processes and dynamics, and the impact of the financial and political constraints of the internal and external environment will be discussed. Role relationships of masters prepared nurse will be discussed in relation to the internal organizational dynamics. 3 credits.

**NUR-306. Health Care Technology.** This course is designed to provide an eclectic study of technological modalities used to assist in the diagnosis and treatment of patients, and in the management of information in health care systems. The use of computer technology in education, research, and practice will also be presented, together with the opportunity for students to engage in computer applications in selected learning experiences. The economic and ethical dilemmas inherent in the development and use of such sophisticated technologies will be examined. 3 credits.

**NUR-309. Processes of Inquiry I.** The focus of this course is on scientific inquiry and research methods needed for systematic investigation and expansion of nursing knowledge. The development of problem statements, organization of the literature review, consideration in design choice, and the relationship of design and statistical analyses are discussed in detail. 3 credits.

**NUR-310. Processes of Inquiry II.** The emphasis of this course is on the relationship among research design, methodology, and statistical techniques. Application and interpretation of statistical procedures will be studied in relation to the most common research designs used in health care and nursing. 3 credits.

**NUR-320. Critical Care Nursing I.** This course presents a perspective on selected developmental theories and patient and family responses to critical illness. It covers in depth cardiovascular and respiratory problems, treatment, and technology as a basis for advanced nursing practice with adults or children. The role of the clinical nurse specialist is introduced. Both didactic and clinical experience included. 3 credits.

**NUR-322. Critical Care Nursing II.** This course focuses on the complex problems, treatment, and technology of the renal, gastrointestinal, and neuroendocrine systems in adults and children as a basis for advanced nursing practice. The roles of the clinical nurse specialist are considered. Both didactic and clinical experiences are included. 4 credits.

**NUR-324. Clinical Care Nursing III.** This course focuses on (1) complex problems, treatment, and technology associated with traumatic injury, or multisystem failure as a basis for advanced nursing practice; (2) application of selected theories and skills in the critical care environment; and (3) implementation of the multiple roles of the critical care clinical nurse specialist with special emphasis on the role of consultant. Didactic and clinical experiences and directed study are included. 5 credits.

**NUR-330. Oncology Nursing I.** This course provides an in-depth understanding of the pathophysiological and biobehavioral aspects of cancer across the life span. Major topics include: (1) advances in treatment, (2) management of disease and treatment and (3) biopsychosocial assessment of patients. Both didactic and clinical experiences are included in the course. 3 credits.

**NUR-332. Oncology Nursing II.** This course presents selected biobehavioral, psychosocial, and politico-economic concepts associated with cancer as a chronic illness. Topics will be covered related to primary, secondary, and tertiary prevention of cancer and cancer related symptoms. Content on both pediatric and adult populations will be presented. Didactic and clinical experiences are included. 4 credits.

**NUR-334. Oncology Nursing III.** This course focuses on: (1) the role of the clinical nurse specialist caring for adult and pediatric patients participating in clinical trials using technological advances in the treatment of cancer; (2) the major problems resulting from cancer and its related treatment; (3) the importance of inter-intra-agency collaboration at the local, state, and national level; (4) the development of effective coping strategies needed in caring for adult and pediatric patients with cancer. Both didactic and clinical experiences are included in the course. 3 credits.

**NUR-340. Nursing Management in Complex Organizations I.** This course focuses on those processes, structural elements, issues, and situations that influence the quality of patient care and are the responsibility of the mid-level manager in a complex health care organization. Management and organizational theories are used to develop strategies for dealing with stress imposed by internal and external forces in the environment. 3 credits.

**NUR-342. Nursing Management Practicum I.** The student observes and applies those concepts and theories that support the integrative functions and responsibilities of a mid-level nurse manager in a complex organization. Placement in service agencies is arranged to be congruent with the student's career plans. Prerequisite: NURS-340 or concurrent. 3 credits.

**NUR-344. Nursing Management in Complex Organizations II.** This course focuses on the examination of processes and structural elements that facilitate the achievement of a high level of quality patient care, employee productivity, and employee development in a complex environment. Leadership theories and concepts are used to analyze the adaptive mechanisms needed by the mid-level manager in a dynamic and technologic environment. 3 credits.

**NUR-346. Nursing Management Practicum II.** This practicum experience provides the student with the opportunity to apply knowledge and skills in the management of select processes within a dynamic and technologic environment. Identification of strategies, intervention, and evaluation of selected approaches to management are investigated. Placement in service agencies will be arranged to be congruent with the student's career plans. Prerequisite: NUR-344 or concurrent. 3 credits.

**NUR 348. Budget Planning and Financial Management.** This course is designed for the nurse manager in a health care organization. The focus is on the knowledge and skills needed by the nurse manager to develop, plan, and defend the budget and fiscal affairs within a framework of business planning and allocation of limited resources. Application of budgeting and planning principles focuses on the budgeting process, planning, and cost accounting. 3 credits.

**NUR-350. Thesis.** 9 credits.

**NUR-351. Nonthesis Option.** 6 credits.

**NUR-360. Educational Concepts of Teaching and Learning.** This course focuses on the key concepts and principles which form the rationale for understanding the teaching and learning process. Educational theories of teaching and learning, situations, and issues will be used to develop instructional strategies for the advanced nursing practice roles. 3 credits.

**NUR-361. Pediatric Oncology Nursing.** The purpose of this course is to discuss specific nursing concepts pertinent to the care of the child with cancer. Students will participate in nursing seminars that will focus on issues related to pediatric oncology. Major topics include: (1) nursing management of complications secondary to the disease or its treatment, (2) psychosocial nursing issues, and (3) the role of the pediatric oncologist specialist. Both didactic and clinical experiences are included in the course. 3 credits.

**NUR-362. Ethics in Nursing.** This course will focus on the historical development of ethics in nursing, analysis of moral language and codes of ethics, frameworks for ethical decision making with case analysis, and strategies for discussion of ethics in nursing practice. 3 credits.

**NUR-399. Select Topics or Independent Study.** Students select a topic of professional interest within the specialty area or in support of the specialty area, to be studied



with a faculty member. Specific objectives, evaluation method, and other requirements are determined prior to registering for the course of study. 1-3 credits.

**Electives.** Courses to be offered as electives will be developed by the nursing faculty in addition to courses offered by other departments and schools within the University. Elective courses are to be supportive of the area of specialization. 3-6 credits.

## **Nondiscrimination Policy**

The Duke University School of Nursing admits students of any race, color, sex, religion, or national and ethnic origin to all programs and activities with the rights and privileges generally accorded or made available to students in the graduate school. It does not discriminate in the administration of its educational policies, scholarship and loan programs, or any other school-administered programs.

For additional information, please contact the Office of the Dean, Duke University School of Nursing, Box 3322, Durham, North Carolina 27710, (919) 684-3786.

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## *The Allied Health Programs*



## The Allied Health Programs

There are several health-service related educational programs offered through the Division of Allied Health of the Duke University Medical Center that are neither medicine nor nursing. Currently, the Allied Health Division is comprised of two master's degree programs and several certificate programs. Every effort is made to keep each of these Allied Health programs closely related to the Medical School departments whose field they serve. Today, there are approximately 245 students enrolled in such programs at Duke University. In addition, the School of Medicine is affiliated with two master's level programs that are administered through the Graduate School.

## Resources for Study

All of the study facilities available to medical students are available to allied health students. See descriptions for Library/Communications Center, the Thomas D. Kinney Central Teaching Laboratory and Division of Audiovisual Education which may be found in a foregoing portion of this bulletin.

Several of the allied health programs have affiliations with other hospitals and medical institutions for clinical instruction.

## Student Life

**Living Accommodations.** Because of the shortage of residential space, students enrolled in allied health certificate programs are not eligible for student housing. Student's enrolled in the Master's Programs, however, are eligible. The Department of Housing Management maintains a listing of rental apartments, rooms and houses provided by property owners or real estate agencies in Durham. These listings are available in the department only; during the summer an assistant is available to answer



questions and aid students in their attempt to obtain housing off campus. Information on commercial complexes in the Durham area may be obtained by writing to the Off-Campus Housing Office, 217 Anderson Street, Durham, NC 27705. Except for assuring that owners sign a statement of nondiscrimination, off-campus property is in no way verified and neither the University nor its agents negotiate between owners and interested parties. The search for accommodations should begin as soon as possible after acceptance. A visit of two or three days will allow you the opportunity to make use of the off-campus service and to inspect personally the availabilities.

**Dining Facilities.** Duke University Food Services (DUFS) operates a variety of dining facilities including cafeterias, snack bars, restaurants, salad bars, and more. Students may make food purchases in DUFS establishments with cash, or they may choose to open a pre-paid account. Information about the various types of accounts is available from the Auxiliary Services Contract Office, 024 Union West, Duke University, Durham, North Carolina 27706 919/684-5800.

Cafeterias operated by the hospital are available both in the medical center and the Veterans Administration Medical Center.

**Student Financial Aid.** Duke University recognizes the responsibility of students and their families to provide funds according to their ability to achieve the educational objective. Students are encouraged to pursue every available source of support through their local and state student assistance programs.

All programs are approved for veterans education benefits (G.I. bill) for those who are eligible. Some of the programs have limited student support available through stipends or special scholarships.

Financial aid is available through Duke in limited amounts in the form of loans. When all institutional funds are pooled, the amount available to a totally needy student is inadequate to meet the school's recognized costs. A Financial Aid Form (FAF) or a Graduate and Professional Schools Financial Aid Service (GAPSFAS) form from applicants and their parents (and spouse, if applicable) is required in addition to the Duke University Financial Aid Application. A copy of the student's (and spouse's, if applicable) federal income tax return for the previous taxable year is required. In the case of the dependent student, a copy of the parent's federal income tax return for the last taxable year is also required. Duke University reserves the right to decline to approve loan applications for those applicants who do not have a satisfactory credit history. U.S. citizenship or permanent residence visa is required of all students receiving loans through the school.

It is the responsibility of recipients of financial aid to keep the Medical Center Office of Financial Aid informed of any outside financial assistance they may receive. It must be understood that Duke reserves the right to reconsider its offer of financial assistance in the event of a major outside award to a recipient. No financial aid funds may be used during a period when the recipient is not involved with work toward the degree or certificate. Less than half-time or special students are not eligible for financial aid.

Students who have been accepted for matriculation routinely receive financial aid applications. Annual reapplication is required of all financial aid recipients.

*Pell Grant (formerly BEOG)* is a federally funded grant for students with financial need who have not earned a baccalaureate degree and are enrolled in any postsecondary educational program. To apply the applicant completes a Financial Aid Form (FAF) which may be obtained from a high school guidance counselor or or any financial aid office.

*North Carolina Student Incentive Grant (NCSIG)* is available to residents of North Carolina who are enrolled in any postsecondary educational program in North Carolina. The applicant must demonstrate substantial financial need and must not have earned a baccalaureate degree. Application deadline is 1 March for the following academic year. To apply the applicant completes a Financial Aid Form (FAF) requesting that the

information be sent to College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. FAFs may be obtained from a high school guidance counselor or financial aid office.

**North Carolina Student Loan Program for Health, Science, and Mathematics.** These loans provide financial assistance to North Carolina residents who demonstrate need as determined by the board. Loans are available for study in the medical fields, mathematics, and science programs that lead to a degree. The applicant must be a domiciliary of North Carolina and accepted as a full-time student in an accredited associate, baccalaureate, master's, or doctoral program leading to a degree. Loan recipients in professional or allied health programs may cancel their loans through approved service in shortage areas, public institutions, or private practice. Medical students may receive up to \$7,500 per year for each of the four years; master's degree students are eligible for two loans of up to 5,000 each; bachelor's degree students are eligible for three loans of up to \$4,000 each. For application forms and more information write: Executive Secretary, Board for Need-Based Student Loans, 116 West Jones Street, Raleigh, North Carolina 27605, or telephone (919) 733-2164.

Every effort will be made to assist the student with tuition and living expenses within the framework of school policies which may be in effect at the time. However, as funds are limited, prior indebtedness will not be given favorable consideration as part of the student's budget. A financial aid brochure and student budget for each allied health program are available, upon request, in the spring of each year. Any applicant having further questions may write to Mrs. Nell Andrews, Administrator, Financial Aid, 126 Davison Building, Box 3067, Duke University Medical Center, Durham, North Carolina 27710.

**Student Health Service.** Student health service, health insurance, and counseling and psychological services, fully described in an earlier portion of this bulletin, are available to all allied health students.

**Athletic Events.** Graduate students and those enrolled in certificate programs may purchase a book of tickets for regular season home football and basketball games. All tickets are sold on a first-come, first-served basis. The ticket office is located in Cameron Indoor Stadium.

**Judicial System and Regulations.** Duke University expects and requires of all its students full cooperation in developing and maintaining high standards of scholarship and conduct. Each student is subject to the rules and regulations of the University which are currently in effect or which are, from time to time, put into effect by the appropriate authorities of the University. At the same time, the individual is responsible for decisions and choices within the framework of the regulations of the community as Duke does not assume in loco parentis relationships.

Any student, in accepting admission, indicates a willingness to subscribe to and be governed by these rules and regulations and acknowledges the right of the University to take such disciplinary action, including suspension or expulsion, for failure to abide by these regulations or for other conduct adjudged unsatisfactory or detrimental to the University. A copy of the Allied Health Judicial System including a code of ethics, rules of conduct, and judicial procedures will be provided each student.

**Fees for Transcripts.** Requests for transcripts of academic records should be directed to the Office of the Medical Center Registrar. A fee of three dollars, payable in advance, is charged for each copy.

**Student Health Fee.** All regular full-time students and part-time degree candidates are required to pay a health fee that is nonrefundable after the first day of classes in the semester. The student health fee entitles the student to outpatient treatment through the Student Health Service, inpatient treatment in the Infirmary, and use of Counseling and Psychological Services. The health fee is not to be confused with the Duke Student

Accident and Sickness Insurance (the premium for this insurance is minimized due to the existence of the Student Health Services) which covers a large number of medical costs above and beyond the treatment available through the Student Health Services. The identification of a separate student health fee in no way changes the policy concerning the Student Accident and Sickness Insurance. Student Health brochures are available in the Bursar's Office and in the Student Health Service Clinic.

**Student Accident and Sickness Insurance.** At the beginning of each fall semester, students must provide proof of coverage under an accident and sickness insurance policy, accept responsibility for payment of any medical expense, or purchase the Duke Student Accident and Sickness Insurance policy. This insurance policy provides protection twenty-four hours per day during the twelve-month term of the policy of each student insured. Students are covered on and off the campus, at home, while traveling between home and school, and during interim vacation periods.

## Refunds

If a student withdraws, tuition is refunded according to the following schedule:

<b>Withdrawal from Master's Programs</b>	<b>Refund</b>
Before Classes begin	full amount
During first or second week	80 %
During third to fifth week	60 %
During sixth week	20 %
After sixth week	None
<b>Withdrawal from Certificate Programs*</b>	<b>Refund</b>
Before classes begin	Full amount
During first week	80 %
After first week of classes	None

\*Course fees for students in certificate programs are payable on a yearly basis.





# The Master of Health Sciences in Biometry

## THE BIOMETRY TRAINING PROGRAM

Program Directors: John R. Feussner, M.D. and William E. Wilkinson, Ph.D.

This training program meets an existing need at Duke University Medical Center for formalized academic training in the quantitative and methodological principles of clinical investigation. Designed primarily for Duke clinical fellows who are training for academic careers, the program offers formal courses in biostatistics, epidemiology, decision analysis, and the use of computers for processing and analyzing medical data. Students who complete a prescribed course of study in the training program are awarded a Master of Health Sciences in Biometry degree by the School of Medicine.

The Biometry Training Program is offered by the faculty of the Division of Biometry and Medical Informatics in the Department of Community and Family Medicine with the participation of other members of the Medical Center faculty having expertise in relevant areas.

**Degree and Nondegree Admission.** All persons wishing to take courses in the Biometry Training Program, even on a nondegree basis, must be admitted to the program or be currently enrolled in a graduate, degree-granting program at Duke. A bachelor's degree (or the equivalent) from an accredited institution is a prerequisite for admission, either as a degree candidate or as a nondegree student.

A student seeking admission to the Biometry Training Program should obtain an application packet which contains the necessary forms and detailed instructions on how to apply. Requests for application forms or for additional information about the training program should be directed to the Biometry Training Program, Box 2914, Duke University Medical Center, Durham, North Carolina 27710, (919) 286-9243.

A complete application for nondegree admission requires only the application form and an official transcript from each postsecondary institution attended. Applicants with an M.D., Ph.D. or equivalent degree who are currently medical residents, fellows or faculty members at Duke are not required to submit transcripts for nondegree admission.

A complete application for admission as a degree candidate consists of the application form and the following supporting documents: (1) an official transcript from each post-secondary institution attended; (2) three letters of evaluation written by persons qualified to testify to the applicant's capacity for graduate work; (3) official scores on the Graduate Record Examination General (Aptitude) Test. (GRE scores are not required for applicants having an M.D., Ph.D. or equivalent degree.)

In the event that a nondegree student is subsequently admitted as a degree candidate, relevant course work will be accepted for degree credit.

**Program of Study.** The degree requires 24 units of graded course work and a research and thesis project for which six units of credit are given. The formal course work consists of a sequence of eight integrated courses required of all degree candidates: BMI-211, 212, 213, 215, 216, 218, 219 and 220 (see Courses of Instruction below). The student's clinical research activities provide the setting and the data for the project; the thesis serves to demonstrate the student's competence in the use of quantitative methods in medical research.

The program is designed for part-time study, allowing the fellow/student to integrate the program's academic program with his or her clinical training. The ten-month academic year consists of three terms: a sixteen-week fall term, a twelve-week spring term beginning in January and a twelve-week summer term beginning around 15 April. (The exact dates are determined by the Medical School's calendar for third and fourth year medical students.) A student taking one course each term can complete the

required course work in the fall term of the third year, leaving the remainder of the third year for completion of the research project.

**Examining Committee.** The faculty member who directs the student's research project and two other faculty members constitute an examining committee to certify that the student has successfully completed this degree requirement. The chairperson and at least one other member of this committee must have an appointment in the Division of Biometry and Medical Informatics; the constitution of each examining committee must be approved by the program director.

**Grades.** Grades in the Biometry Training Program consist of *H* (High Pass), *P* (Pass), *L* (Low Pass) and *F* (Failing). In addition, an *I* (Incomplete) indicates that some portion of the student's work is lacking, for a reason acceptable to the instructor, at the time grades are reported. The instructor who gives an Incomplete for a course may specify a date by which the student must make up the deficiency; this date will generally be no later than the last day of class of the subsequent term. If an Incomplete is not resolved within one calendar year from the date the course ended, the grade of *I* becomes permanent and may not be removed from the student's record.

A student's enrollment as a degree candidate will be terminated if he or she receives a single grade of *F* or two grades of *L* in the required courses. For these purposes, *WF* (see below) and a permanent *I* will both be considered failing grades.

**Withdrawal from a Course.** During the drop/add period (the week in which classes begin and the preceding week), a course may be dropped at the student's discretion and no grade will be recorded. (A full tuition refund is granted only for withdrawal before the beginning of classes.) If a course is dropped after the week in which classes begin, permission of the instructor and the program director are both required. The status of the student at the time of withdrawal from the course will be determined and indicated on the permanent record as *WP* (Withdrew Passing) or *WF* (Withdrew Failing).

**Tuition.** Tuition for the 1991-92 academic year is \$325 per unit. (Tuition refunds are governed by the Duke University policies which are described elsewhere in this bulletin.) Faculty members and some fellows may be eligible for the University's Educational Assistance Program. Other sources of support exist in some clinical departments; prospective students should consult with program directors and division chiefs regarding potential funding sources.

**Transfer of Credit.** Transfer of credit for graduate work completed at another institution will be considered only after a student has earned a minimum of 12 units in the Biometry Training Program. A maximum of 6 units of credit may be transferred for graduate courses completed at other institutions. Such units will be transferred only if the student received a grade of *B* (or its equivalent) or better. The transfer of graduate credit does not reduce the required minimum registration of 30 units for the degree. However, a student who is granted such transfer of credit may be permitted to register for as much as 12 units of thesis research instead of the usual 6 units.

## **Courses of Instruction**

**BMI-211. Probability and Statistical Inference.** Laws of probability, probability distributions, descriptive statistics, graphical displays of relationships, philosophy of statistical tests, tests for differences in central tendency, paired comparisons, and correlation. Parametric and nonparametric procedures. Simple linear regression and one way analysis of variance. Type I and Type II errors and problems of multiple comparisons. Weight: 4. *Dawson*

**BMI-212. Design of Etiological, Clinical and Experimental Studies.** General principles and issues of study design. Observational studies, including descriptive (correlational, case report, cross-sectional) studies, cohort and case-control designs, their relative





advantages, and statistical methods used in their analysis. Classical designs (parallel group, randomized block, and cross-over) will be surveyed. Introduction to controlled clinical trials and to sequential design strategies. Ethical considerations will be discussed. Prerequisite: BMI 211B. Weight: 3. *Staff*

**BMI-213. Research Data Management and Statistical Computing.** Database management considerations and file structures for collecting and organizing research data. Uses IBM-PCs, DataEase, and SAS for examples. Prerequisite: 211B and experience with PC-DOS (e.g., Continuing Education short course) or permission of instructor. Weight: 3. *Muhlbaier*

**BMI-217. Clinical Decision Analysis.** Using formal methods for analyzing complex patient management problems. Structuring problems as trees. Applying data from the literature to estimate the likelihood of outcomes. Quantitating the value of health outcomes. Calculating the strength of preference for one strategy over others. Decision analysis as a guide to clinical research and as a policy tool. Prerequisite: BMI 211B or permission of instructor. Weight: 3. *Matchar*

**BMI-221. Statistical Methods in Human Genetics.** Introduction to statistical procedures for investigation of the inheritance of human characteristics through studies of families and populations. Mutation, selection, equilibrium conditions, estimation of genetic parameters and testing of genetic hypotheses; monogenic, oligogenic, polygenic, and "mixed" inheritance models, including X-lined models. Segregation analysis, including methods for the evaluation of major genetic effects, age of onset, and ascertainment. Robust and likelihood-based approaches to linkage analysis. Methods in genetic epidemiology. Prerequisite: BMI 211. Weight: 3.

**BMI-233. Biomedical Uses of Computers.** An in-depth study of the use of computers in biomedical applications. Important concepts related to hardware, software, and applications development will be studied through analysis of state-of-the-art systems involving clinical decision support, computer-based interviewing, computer-based medical records, departmental/ancillary systems, instructional information systems, management systems, national data bases, physiological monitoring, and research systems. C-L: Biomedical Engineering 243. Weight: 3. *Hammond*



**BMI-234(B). Artificial Intelligence in Medicine.** An introduction to basic concepts of Artificial Intelligence (AI) and an in-depth examination of medical applications of AI. The course includes heuristic programming, a brief examination of the classic AI programming languages (LISP and PROLOG) and a study of rule-based systems and cognitive models. Specific applications examined in detail include MYCIN, ONCOCIN, PIP, CASNET, and INTERNIST and selected EXPERT systems. C-L: Biomedical Engineering 265. Weight: 3. *Hammond*

**BMI-235(B). Microprocessors and Digital Instruments.** Design of microcomputer-based devices including both hardware and software considerations of system design. Primary emphasis on hardware aspects including a progression through initial design, prototype construction in the laboratory, testing of prototypes to locate and correct faults, and final design evaluation. Evaluation includes examination of complexity, reliability, and cost. Design and construction is oriented toward biomedical devices or instruments that include dedicated microcomputers, usually operating in real time. C-L: Biomedical Engineering 205. Weight: 3. *Hammond*

## The Physician Assistant Program

### MASTER OF HEALTH SCIENCE CURRICULUM

#### Physician Assistant Program Core Faculty

Program Director: Reginald D. Carter, Ph.D., PA  
Medical Director: Joyce A. Copeland, M.D.  
Associate Program Director: Patricia M. Dieter, PA-C, MPA  
Clinical Coordinator: Philip A. Price, PA-C, M.H.S.  
Educational Coordinator: J. Victoria Scott, PA-C, M.H.S.  
Minority Affairs Coordinator: Lovest T. Alexander, PA-C, M.H.S.  
Pediatrics Coordinator: Mary K. Austin, PA-C, M.P.H.  
Surgical Coordinator: Paul C. Hendrix, PA-C, M.H.S.

The physician assistant (PA) concept originated at Duke over two decades ago. Dr. Eugene A. Stead Jr., then chairman of the Department of Medicine, believed that midlevel practitioners could increase consumer access to health services by extending the time and skills of the physician. Today, physician assistants are well-recognized and highly sought-after members of the health care team who, working interdependently with physicians, provide diagnostic and therapeutic patient care in virtually all medical specialties and settings. They take patient histories, perform physical examinations, order laboratory and diagnostic studies, and develop patient treatment plans. In many states, including North Carolina, PAs have the authority to write prescriptions. Their job descriptions are as diverse as those of their supervising physicians, and may also include patient education, medical education, health administration and research.

The role of the graduate PA has evolved substantially over the past twenty-five years. While the majority of PAs in clinical practice continue to provide primary care services, the percentage serving in solo practice or private group settings has declined while the percentage practicing in institutional settings has risen. Today, over half of all graduate PAs are employed in large clinics, hospitals and institutional settings. There are also more nonclinical positions developing for PAs; while these positions do not involve patient care, they depend on a strong clinical knowledge base (e.g., drug study coordinator, clinical services coordinator, etc.).

In recognition of the increased responsibilities and expanded roles of PAs, the increased number of applicants with college degrees, and the quality of the PA educational program, the University decided to begin offering the Master of Health Science (M.H.S.) degree to students entering the program in the fall of 1990. The M.H.S. curriculum is designed to provide PAs a greater depth of knowledge in the basic medical sciences and clinical medicine, as well as skills in administration and research. With

these expanded skills, graduates can take advantage of the wide diversity of positions available to PAs.

**Program of Study.** The curriculum is twenty-five consecutive months in duration and is designed to provide an understanding of the rationale for skills used in patient assessment, diagnosis, and management. The first twelve months of the program are devoted to preclinical studies in the basic medical and behavioral sciences, and the remaining thirteen months to clinical experiences in primary care and the medical and surgical specialties.

The preclinical curriculum is integrated in such a way as to introduce the student to medical sciences as they relate to specific organ systems and clinical problems. Learning strategies include the traditional lecture format and basic science laboratory, small group tutorials, and computer-assisted diagnostics using simulated patients. Regular patient contact is an important part of the first year curriculum. Students begin to see patients during the spring semester as part of the Patient Assessment course; this patient contact continues throughout the summer term of the first year.

As part of the clinical practicum, students are required to take rotations in inpatient medicine, surgery, emergency services, outpatient medicine, pediatrics, obstetrics/gynecology, and behavioral medicine. In addition to these rotations, three elective clinical rotations are included in the clinical year schedule, as is a final four-week preceptorship in a specialty of the student's choosing; this last four weeks of the clinical year often serves as a bridge to employment as a practicing PA.

Because the clinical teaching is carried out in many practice settings throughout North Carolina and the Southeast, students should plan on being away from the Durham area for part of their clinical experience.

**Curriculum.** Before proceeding into the clinical phase of the curriculum, students must satisfactorily complete the following:

Preclinical Year	
<b>Fall Semester</b>	
PAP 200. Basic Medical Sciences	5 credits
PAP 205. Anatomy	4 credits
PAP 210. Laboratory Medicine	4 credits
PAP 215. Physical Diagnosis	3 credits
PAP 220. Clinical Medicine I	4 credits
	<u>20 credits</u>
<b>Spring Semester</b>	
PAP 211. Laboratory Medicine II	1 credit
PAP 221. Clinical Medicine II	9 credits
PAP 230. Fundamentals of Surgery	5 credits
PAP 235. Patient Assessment I	2 credits
PAP 240. Behavioral Aspects of Medicine	2 credits
	<u>19 credits</u>
<b>Summer Term</b>	
PAP 222. Clinical Medicine III	7 credits
PAP 236. Patient Assessment II	1 credit
PAP 245. Perspectives on Health	2 credits
PAP 250. Health Systems Organization	2 credits
PAP 255. Introduction to Research and Epidemiologic Principles	3 credits
	<u>15 credits</u>

## Clinical Year

Following successful completion of the preclinical courses, students enter the clinical phase of the program, completing the following clinical rotations:

PAP 300. Outpatient Medicine	4 credits
PAP 310. Behavioral Medicine	4 credits
PAP 320. Inpatient Medicine	8 credits
PAP 340. General Surgery	4 credits
PAP 350. Emergency/Outpatient Surgical Service	4 credits
PAP 360. Pediatrics	4 credits
PAP 370. Obstetrics/Gynecology	4 credits
Elective	4 credits
Elective	4 credits
Elective	4 credits
PAP 390. Preceptorship	4 credits
	<hr/> 48 credits

The student receives four credits for rotations which are four weeks in length, and eight credits for rotations which are eight weeks in length.

In addition to successful completion of the preclinical and clinical phases of the program, the PA student must also complete a master's paper. A four-week research (independent study) period will be allotted within the clinical training period for the student to complete the final master's paper; the student earns three credits upon completion and faculty approval of the master's paper (PAP 305).

**Program Policies and Grading Standards.** Grades for all courses and clinical rotations within the Physician Assistant curriculum will be assigned on the basis of the following: honors, pass, low pass, and fail. The Physician Assistant Program is designed to integrate classroom and clinical learning experiences considered necessary for competency as health care providers. Therefore, the failure of any required course will prevent a student from continuing in the program. Also, a student can receive no more than a total of four grades of "low pass" in the 27 required courses during the clinical and preclinical phases of the program.

Students in the Physician Assistant Program are participants in a professional training program whose graduates assume positions of high responsibility as providers of health care. Accordingly, students are evaluated not only on their academic and clinical skills but also on their interpersonal skills, reliability, appearance and professional conduct. Deficiencies in any of these areas will be brought to the student's attention in the form of a written evaluation and may result in probation, suspension or expulsion from the program.

**Attendance and Excused Absences.** Students are expected to attend all lectures, laboratories and seminars. Absences are excused only for illness or personal emergency, and students are expected to notify program faculty in advance of an expected absence.

**Prerequisites for Admission.** The prerequisites for admission to the M.H.S. physician assistant curriculum include:

1. A baccalaureate degree from an accredited institution. College seniors are eligible to apply, provided they will receive the baccalaureate degree prior to the August starting date for the PA Program. Those candidates who received their baccalaureate degrees from colleges and institutions outside of the United States must complete at least one year (30 semester credits) of additional undergraduate or graduate study at a U.S. college or university prior to application to the program.



2. Preparatory science courses, including at least two courses in chemistry, and three progressive courses in the biological sciences. Courses in anatomy, physiology, microbiology, and biochemistry are strongly recommended. Applicants from all academic disciplines are welcome, provided they meet the preparatory science course prerequisites.
3. Scores of the Graduate Record Examination (GRE general test), taken within the last five years.
4. A minimum of six months of health care experience, preferably with direct "hands-on" patient contact. Preference is given to those candidates whose health care experience has been paid, full-time employment.

**Application Procedures.** Application materials are mailed to prospective applicants from 1 June through 30 December each year, and may be obtained by writing: Admissions Coordinator, Physician Assistant Program, PO Box CFM 2914, Duke University Medical Center, Durham, NC 27710, telephone: (919) 286-3538. Applications are accepted by the University no earlier than 1 September and no later than 15 January for the new class which enters in August each year. Applications must contain:

1. A completed official application form, including a nonrefundable fee of \$35.
2. Official transcripts from all colleges/universities and other postsecondary institutions attended.
3. Scores of the Graduate Record Examination (GRE). Applicants should take the GRE in October or earlier, if possible, and no later than December.
4. Three letters of recommendation, to include one from a health care provider with whom the applicant has worked.



**Selection Factors.** The program has a specific interest in enrolling students from diverse social, ethnic, and educational backgrounds. Emphasis is placed upon personal maturity, quality of health care experience, dedication to the health field, and academic potential. Information submitted by each applicant is carefully reviewed by the Committee on Admissions, and selected applicants are invited to Duke University for personal interviews. These interviews take place from January through early March; 40 students are chosen from among those interviewed. Only full-time students will be admitted.

Candidates are notified of the admissions committee's decision as soon as possible after the interview, and no later than 1 April. Those candidates who have been accepted are asked to respond in writing with their decision and to confirm their place in the class by submitting the nonrefundable registration and deposit fees by 1 May. Each year, an alternate list is selected; a variable number of candidates from this list are offered a position in the class.

**Tuition and Fees.\*** On notification of acceptance, prospective PA students are required to pay a nonrefundable first registration fee of \$30, as well as a nonrefundable program deposit of \$175. For those who do matriculate, the program deposit is applied to the cost of tuition.

Estimated expenses for the Master of Health Science Physician Assistant Program are:

Tuition	\$223.34/credit (average annual tuition \$11,725 per year)
Books, uniforms, and instruments	\$1,100
Food	\$266 per month
First Year Fee (laboratory, etc.)	\$500
Lodging	\$319 per month
Student Health Fee	\$148 per semester
Student Accident and Sickness Insurance	\$398 per year—single \$1,009 per year—family
Miscellaneous (travel, clothing, etc.)	\$273 per month

\*These are estimated figures only. Tuition and fees are subject to change without notice.

**Financial Aid.** Qualified students may be eligible for government sponsored loans up to \$7,500. In addition, funds are available from the program's institutional loan fund. A limited amount of scholarship funds will also be available for 1991-92. All financial aid awards are made on the basis of documented financial need. Financial aid application packets are distributed on the admissions interview date.

The U. S. Public Health Service has several programs which offer scholarships, stipends and loan repayment to PA students who commit to varying periods of employment within USPHS facilities. The Physician Assistant Program will provide further information on these programs to interested applicants.

Applicants are encouraged to request information and application forms from clubs, organizations, foundations and agencies as soon as possible after applying for admission to the program. Many libraries have information on sources of financial aid. Also, the financial aid offices at nearby colleges and universities often have information on sources of funding.

With the program director's approval, first-year students may be employed up to twenty hours per week. **Because of the demands of the clinical year, it is difficult or impossible for the second-year student to work.**

More detailed information regarding financial aid can be obtained from: Office of Financial Aid, Box 3005, Duke University Medical Center, Durham, NC 27710.

**Commencement.** Students in the M.H.S. Physician Assistant Program who have completed required courses and rotations as scheduled, as well as the master's paper, will receive the M.H.S. degree at University commencement held in May; however, the student must continue on in the program, completing the remainder of the clinical

rotations and the preceptorship, through August of the same year. The Physician Assistant Program certificate is awarded at that time.

### **Courses of Instruction**

Course credits are the recognized units for academic work in the PA Program. No transfer credit is accepted.

#### **Preclinical Year Courses**

**PAP 200. Basic Medical Sciences.** The basic facts, concepts and principles that are essential in understanding the fundamental mechanisms of human physiology, pathology, pharmacology and nutrition. This course presents the basic methods of clinical problem solving, and serves as a prerequisite to the clinical medicine course by emphasizing the underlying principles of the etiology, management and prevention of disease processes. 5 credits. *Carter*

**PAP 205. Anatomy.** Functional and applied anatomy as it relates to physical diagnosis and common clinical findings. Cadaver prosections, lectures, and audiovisual materials are used in the anatomy component of the course. 4 credits. *Hendrix*

**PAP 210, 211. Laboratory Medicine I, II.** An introduction to the performance and interpretation of routine hematologic, urinary, microbiologic, and other laboratory procedures commonly used in practice. This course is taught by faculty/staff from the Department of Pathology, Medical Technology Program and the Hospital Laboratories. 5 credits. *Schmidt*

**PAP 215. Physical Diagnosis.** An introduction to the techniques for performing and recording the physical examination. Taught in small-group format; lectures and audiovisuals are used, as well as extensive small group practice sessions. 3 credits. *Price*

**PAP 220, 221, 222. Clinical Medicine I, II, III.** The diagnosis and management of the most common clinical problems seen by primary care practitioners. Using an organ systems approach, clinical information is presented in conjunction with appropriate correlative lectures and labs in anatomy, physiology, pharmacology, pathology, radiology and nutrition. This is a core course around which most other courses are organized. 20 credits. *Scott*

**PAP 230. Fundamentals of Surgery.** The basic surgical concepts needed for the PA to function in primary care settings as well as major surgical areas. The course emphasizes surgical technique and emergency procedures, as well as asepsis, minor procedures and anesthesia. The animal surgery laboratory is an essential component of this course. 5 credits. *Hendrix*

**PAP 235, 236. Patient Assessment I, II.** An introduction to medical interviewing and the recording and presentation of clinical information. Teaching methods include lectures, small groups and role playing. For the first eight weeks of the course, students concentrate primarily on history-taking, and are assigned by their small-group instructors to interview patients on the wards. During the second eight weeks of the Spring Semester, and during the Summer Term, students are assigned in small groups to fellows from the Department of Medicine. Weekly, each student is assigned to a hospitalized patient to perform a complete history and physical examination. 3 credits. *Dieter*

**PAP 240. Behavioral Aspects of Medicine.** An introduction to the skills, knowledge and sensitivity needed to communicate and intervene effectively in a wide variety of psychosocial situations. 2 credits. *Kertesz*



**PAP 245. Perspectives on Health.** A professional issues review. This course emphasizes current issues facing the profession, including legal and ethical problems, and the unique place of PAs within the health care system. 2 credits. *Scott*

**PAP 250. Health Systems Organization.** An introduction to the structure and administrative principles in use in health care organizations. A lecture series taught by an interdisciplinary faculty and by community experts in health care organization. Topics include the patient as consumer, third-party payment, public policy trends and organizational behavior. 2 credits. *Estes*

**PAP 255. Introduction to Research and Epidemiologic Principles.** Foundations of research methodology related to the study of disease distribution and issues in study design, data collection and methods of analysis. The PA student will, under the guidance of a medical center faculty advisor, begin work on the final master's paper by developing a literature review and protocol during this course. 3 credits. *Broadhead*

### Clinical Year Courses

#### COMMUNITY AND FAMILY MEDICINE

**PAP 300. Outpatient Medicine.** This rotation emphasizes the outpatient evaluation and treatment of conditions common at the family medicine/primary care level, and the appropriate health maintenance measures for different age groups. 4 credits. *Staff*

**PAP 305. Master's Paper.** During a four-week research period during the clinical year, the student draws to a conclusion his/her work on the master's paper. Final approval of this document is determined by the student's faculty advisor, who also assigns the master's paper grade. 3 credits. *Broadhead*

**PAP 310. Behavioral Medicine.** The student is assigned to a psychiatric and/or behavioral clinical setting, either inpatient or outpatient. This rotation facilitates the acquisition of communication and behavioral modification skills which will be useful in the primary care setting. Emphasis is placed on the behavioral and psychosocial aspects of common medical problems. 4 credits. *Staff*

#### MEDICINE

**PAP 320. Inpatient Medicine.** During this rotation, the student learns to apply basic medical knowledge to the problems and situations encountered on an inpatient service. By collecting a data base, formulating a complete problem list, and participating in daily rounds and in the management of patient problems, the student develops an awareness of the complexity of disease processes and differential diagnosis. 8 credits. *Medicine staff*

#### OBSTETRICS/GYNECOLOGY

**PAP 370. Obstetrics/Gynecology.** The student learns about common gynecological problems, pregnancy and delivery. Assisting at the operating table may be a significant aspect of the rotation. The rotation emphasizes clinical experience with cancer detection techniques, abnormal menstruation and bleeding, infections and contraception counseling. *Staff*

#### PEDIATRICS

**PAP 360. Pediatrics.** In this rotation, the student is assigned to either an institutional setting or a community-based pediatric site. Special emphasis is placed on communication skills and relating sensitively to both children and parents. The student gains familiarity with normal growth and development, pediatric preventive medicine, and evaluation and management of common childhood illnesses. *Staff*

## **SURGERY**

**PAP 340. General Surgery.** The student is assigned by the chief resident to one of the surgical teams. This rotation emphasizes preoperative evaluation and preparatory procedures, assisting at the operating table, and management of patients through the postoperative period to discharge. 4 credits. *Staff*

**PAP 350. Emergency/Outpatient Surgical Service.** This rotation stresses the evaluation and management of surgical problems of the ambulatory patient. In the emergency room, the student gains experience in the initial evaluation of potential surgical conditions, and performing problem-specific examinations and minor surgical skills. There is also the opportunity to followup patients on return visits. 4 credits. *Staff*

In addition to the above required core rotations, each student is required to complete three electives, that can be chosen from among the following:

## **COMMUNITY AND FAMILY MEDICINE**

PAP 301. Occupational Medicine

PAP 302. Geriatrics

## **MEDICINE**

PAP 321. Cardiology

PAP 322. Dermatology

PAP 323. Endocrinology

PAP 324. Emergency Medicine

PAP 325. Hematology/Oncology

PAP 326. Hyperbaric Medicine

PAP 327. Infectious Diseases

PAP 331. Nephrology

PAP 332. Neurology

PAP 333. Pulmonary Medicine

PAP 334. Rheumatology

PAP 335. AIDS Clinical Trials Unit

PAP 336. Medical ICU

PAP 337. Coronary Care Unit

## **OPHTHALMOLOGY**

PAP 381. Ophthalmology

## **PEDIATRICS**

PAP 361. Pediatric Cardiology

PAP 362. Pediatric Surgery/Cardiothoracic Surgery

PAP 363. Pediatric Hematology/Oncology

PAP 364. Pediatric Allergy/Respiratory

PAP 365. Pediatric Endocrinology

PAP 366. Pediatric Infectious Disease

PAP 367. Intensive Care Nursery

## **SURGERY**

PAP 341. Cardiothoracic Surgery

PAP 342. Otolaryngology

PAP 343. Neurosurgery

PAP 344. Orthopedics

PAP 345. Plastic Surgery

PAP 346. Sports Medicine

PAP 347. Urology

PAP 351. Emergency Medicine

PAP 352. Trauma

PAP 353. Adult Surgical ICU

Each of these electives is 4 credits. In addition to the electives listed above, a limited number of independent studies, in which students construct their own need-specific learning experiences, may be arranged with the approval of the Clinical Coordinator. More detailed information on the elective and independent study rotations may be obtained from the Clinical Coordinator of the Physician Assistant Program.

The final rotation in the PA Program, immediately prior to September graduation, is the Preceptorship (PAP 390-4 credits). This required rotation must be completed by all students. Students are encouraged to select a preceptor in the area of their anticipated employment and, during this period of time, to explore the tasks and team aspects of functioning as a midlevel practitioner.

## Graduate School Programs

The Graduate School of Duke University awards a Master of Health Administration degree to students who complete the program in health administration and a Master of Science degree to students who complete the program in physical therapy. Both health administration and physical therapy are departments in the Graduate School and additional information, including courses of instruction, may be found in the Graduate School bulletin which is available through the Office of Admissions, Graduate School, Duke University, Durham, North Carolina 27706. Graduate programs are also integral parts of Duke University Medical Center.

### HEALTH ADMINISTRATION

Professors: J. Alexander McMahon, J.D., *Chairman*; B. Jon Jaeger, Ph.D.; David G. Warren, J.D.  
Associate Professors: David J. Falcone, Ph.D.; Aleda V. Roth, Ph.D.; Robert E. Taylor, Ph.D.  
Adjunct Associate Professors: William J. Donelan, M.B.A.; Robert G. Winfree, M.A.; Duncan Yaggy, Ph.D.  
Adjunct Assistant Professors: Kathryn Magruder-Habib, Ph.D.; J. Kevin Moore, J.D.

Negotiations are underway by the University to restructure the Department of Health Administration with the class entering in the fall of 1991. It is premature to state the outcome of the negotiations, but it is expected that the program will become a part of the Fuqua School of Business with a health concentration and awarding the M.B.A. degree. Details of this new program will be announced as plans are finalized.

The present Health Administration classes will continue through May 1992 with no changes in the second-year curriculum. The present first-year class will graduate in 1992 with the M.H.A. degree.





Tuition for the 1991-92 academic year will be \$17,300. Estimated costs for this year are approximately \$26,000, including tuition and living expenses.

The department will not admit any additional students for the M.H.A. degree, but will accept students wishing to take electives during 1991-92 as space is available.

For further information, please contact the Department of Health Administration, Box 3018, Duke University Medical Center, Durham, North Carolina 27710.

## PHYSICAL THERAPY

Professor: Robert C. Bartlett, M.A., *Chairman*

Associate Professors: Pamela W. Duncan, M.A.C.T.; Terry Malone, Ed.D.; Elia E. Villanueva, M.A.

Assistant Professors: Grace C. Horton, B.S.; Jan Gwyer, Ph.D., Director of Graduate Studies

Associate: Carol C. Figuers, M.S.

Assistant Clinical Professors: Mary Ellen Riordan, M.S.; Julie M. Chandler, M.S.

Clinical Associates: Linda M. Lawrence, B.S.; Daniel Dore, M.P.A.

Adjunct Associates: Nicholas Caras, Ed.D.; Susan E. Harryman, M.S.; Martha Propst, M.A.; Wadsworth D. Roy III, B.S.; Keith E. Varvel, M.P.H.

The Duke University Graduate Program in Physical Therapy, leading to the Master of Science degree, is a program for entry into the profession of physical therapy. The program is designed to provide a comprehensive foundation in the art and science of physical therapy, preparing individuals for clinical practice. Experiences in the areas of administration and research are also provided. Students may arrange their curricula to allow for the development of teaching skills.

**Program of Study.** The fully accredited program of study requires fifty-two credit units of graduate course work, research, clinical affiliation, or other equivalent academic experience, and is twenty-two consecutive months in length. Forty to forty-two units of work must be in physical therapy, seven units in designated courses in biological anthropology and anatomy, and neurobiology, and the remaining three to five units in electives in related fields. A research project is required which provides the opportunity to pursue a particular aspect of physical therapy in-depth.

**Prerequisites for Admission.** Requirements for admission to the physical therapy program include a baccalaureate degree, completion of prerequisite courses, Graduate Record Examination (GRE) Aptitude Test scores, the filing of an application, and, upon invitation, a personal interview. In order to meet the closing date of 15 January, it is strongly recommended that the GRE be taken no later than the October test date. The application and all supportive documents must be received by the Graduate School Office of Admissions by 15 January and only completed applications are forwarded to the Graduate Program in Physical Therapy. No application forms are mailed after 15 December. Only students for full-time study are accepted. State of residency does not influence admission policies or tuition costs. Requests for applications and further information should be directed to the Director of Graduate Studies, Department of Physical Therapy, Box 3965, Duke University Medical Center, Durham, North Carolina 27710.

**Tuition and Expenses.** The 1991-92 academic year tuition for students enrolled in the Graduate Program in Physical Therapy is \$380 per credit unit. Estimated cost for the two-year program is approximately \$39,000, including tuition and living expenses.

**Financial Aid.** All students are encouraged individually to seek sources of financial assistance. Loan money may be available through the Duke University Medical Center. Financial aid applications are mailed to students after acceptance into the program. Please refer to the section on student aid in the chapter, "The Allied Health Programs." Physical therapy students are not eligible for fellowships, assistantships and traineeships offered by the Graduate School.

Duke University Medical Center has responded to the increased need for qualified individuals at all levels in the health care system by developing educational programs designed to equip people for a variety of positions. These programs, which vary in admission requirements and length of training, offer students both clinical and didactic experience. Graduates of these programs are awarded certificates.

## Clinical Psychology Internship

Director of Clinical Training: W. Derek Shows, Ph.D.

The Division of Medical Psychology, Department of Psychiatry, Duke University Medical Center, offers internship training in clinical psychology to students who are currently enrolled in APA-approved Ph.D. programs in clinical psychology and who have already completed three years of graduate study. The program, approved by the American Psychological Association, provides experience in many contexts with a wide diversity of patients. Internship training provides experience in the traditional activities of clinical psychologists: assessment, consultation, treatment, and research. Those successfully completing the requirements for internship will be awarded a Duke University Medical Center certificate. Requests for additional information and correspondence concerning admission to the program should be directed to the Director, Clinical Psychology Internship Program, Box 3362, Duke University Medical Center, Durham, North Carolina 27710.

## Electrophysiology Technology

Medical Director: Darrell V. Lewis, M.D.

Program Director: Linda Ollis, B.S., R.EEG T.

Professor: C. W. Erwin, M.D.

Associate Professor: Michael R. Volow, M.D.

Assistant Professors: Mark Alberts, M.D.; Rodney A. Radtke, M.D.

Evoked Potential Instructor: Andrea Erwin, B.A., R. EP T

Associate Instructor: Jeff Stajich, B.A., P.A.

Instructional Staff: Neurology residents and laboratory staffs at Duke and the Durham VA Medical Centers and Epilepsy Centers

The Electrophysiology Technology Program is sponsored by the Division of Neurology, Department of Medicine, Duke University Medical Center. A major part of the course involves training in EEG (electroencephalography) and EP (evoked potential) technology. Other areas to which the student is exposed include electrocardiography, electromyography, and EEG research. Five to eight students are accepted into the program each session. A class will begin in March 1992 and finish in May 1993. Upon successful completion of the fifteen-month program, graduates are awarded a certificate and are eligible to take the certifying examination given by the American Board of Registration of Electroencephalographic Technologists.

**Program of Study.** The program consists of fifteen months of classroom instruction and clinical training. Approximately two hours per day are spent in the classroom. The remainder of each day is spent in clinical sites at Duke University, Durham VA Medical Center, or Durham County General Hospital.

**Prerequisites for Admission.** Applicants must have completed at least two years of college and have achieved at least a 2.0 GPA.

**Application Procedures.** Applications must be received by 1 December 1991. Applications must contain the following:

1. a completed application form;
2. official high school and college transcripts;

3. at least three letters of recommendation from individuals not related to the applicant—one from an individual acquainted with the applicant's character and the others from those acquainted with the applicant's educational or professional experience.

All applicants will be notified by 15 January 1992 regarding admission to the program. Requests for further information and application forms should be directed to the Program Director, EEG Laboratory, P.O. Box 3948, Duke University Medical Center, Durham, NC 27710.

**Fees and Expenses.** A fee of \$1,800 is required of all students enrolled in the program. An additional nonrefundable fee of \$30 for processing the application, payable to Duke University Medical Center, must accompany the application. Students do not pay full Duke tuition. Students must furnish their own uniforms. In addition, books cost approximately \$250. The Student Health fee is \$512 per year.

**Financial Aid.** Please refer to the section on student aid in the chapter, "The Allied Health Programs."

## Hospital and Clinical Pharmacy Residency

Director of Pharmacy Services: James C. McAllister, M.S.

Associate Director of Pharmacy Services: Stephen C. Dedrick, M.S.

Assistant Director for Clinical Services: Christine Rudd, Pharm.D.

Coordinator for Residency Training: Austin Lee, Pharm.D.

Hospital and Clinical Pharmacy Residency is a twelve-month postgraduate program conducted by the Department of Pharmacy at the Duke University Medical Center. The residency is designed to give the graduate pharmacist extensive training in clinical pharmacy practice and basic hospital pharmacy services including unit-dose drug distribution, large and small parenteral admixture service, total parenteral nutrition program, controlled drug systems, and hospital pharmacy administration.

**Admission Standards.** Applicants must be graduates of accredited schools of pharmacy and must have a Pharm.D. degree. Residency candidates must demonstrate superior academic and leadership capabilities and be eligible for licensure in North Carolina. It is preferable that the applicant have previous hospital pharmacy experience.

**Application Procedures.** Applications must be submitted by early January of the year for which admission is requested and include the following:

1. ASHP resident matching program application code number;
2. official transcript from pharmacy school and other professional programs attended;
3. completed residency application forms; and
4. letters of recommendation from at least three persons who have known the applicant professionally (e.g., pharmacy school professor, hospital pharmacist, clinical pharmacist).

Applicants will be notified by 30 March regarding admission to the program. Requests for further information and application forms should be directed to the Coordinator for Residency Training, Box 3089, Duke University Medical Center, Durham, North Carolina 27710.

**Stipend.** A stipend of \$24,600 is granted for the twelve-month residency.



## Clinical Laboratory Science (Medical Technology)

Chairman, Pro-tem, Department of Pathology, and Director of Hospital Laboratories: John D. Shelburne, M.D., Ph.D., *Professor of Pathology*

Medical Director, Clinical Laboratory Science Program: Frances K. Widmann, M.D., *Associate Professor of Pathology*

Program Director, Clinical Laboratory Science Program: Margaret C. Schmidt, Ed.D., MT(ASCP)SH, CLS(NCA), CLSpH(NCA), *Associate in Pathology*

Assistant Program Director, Clinical Laboratory Science Program: Cynthia L. Wells, Ed.D., MT(ASCP), CLS(NCA)

Education Coordinators, Clinical Laboratory Science Program: Kenni B. Beam, M.S., MT(ASCP)SM, CLSpM(NCA); Barbara L. Burton, B.S., CLS/C(NCA), C(ASCP); Iris W. Long, M.B.A., MT(ASCP)SH, CLSpH(NCA); Patty Hanneman, M.S., MT(ASCP)SBB

Professor: Lyman Barth Reller, M.D.

Associate Professors: Emily Reisner, Ph.D.; John Toffaletti, Ph.D.; Peter Zwadyk, Ph.D.

Assistant Professors: John A. Bittikofer, Ph.D.; William H. Briner, B.S.; Robert H. Christenson, Ph.D.; Frank Sedor, Ph.D.

Medical Research Associate: Lizzie Harrell, Ph.D.

Instructors: Lee A. Barbieri, B.S., MT(ASCP); Donald Royster, CLPib(NCA).

Clinical Teaching Staff: Billy H. Abrams, B.A., MT(ASCP); Marilyn Alexieff, B.A., MT(ASCP); Yolanda Bell, B.S., MT(ASCP); Donald Bennett, B.S., MT(ASCP); Janet Celko, B.S., MT(ASCP); Adella Clark, B.S., MT(ASCP); Martha Rae Combs, B.S., MT(ASCP)SBB; Betty R. Crews, B.S., MT(ASCP); Mary Ann Dotson, B.S., MT(ASCP); June Gregonis, M.A., MT(ASCP); Cathy Holleman, M.S., MT(ASCP)SC; Linda Issitt, B.S., MT(ASCP)SBB; Mary S. Jones, MT(HHS); Kathryn Kirvan, B.S., MT(ASCP)SC; Freda Kohan, B.S., MT(ASCP)SM; Ellen Lundberg, B.S., MT(ASCP); Terry Lynch, B.S., MT(ASCP); Janet Mueller, B.S., MT(ASCP); Beverly S. Oxford, B.S., MT(ASCP)SC; Ann Padgett, B.H.S., MT(ASCP)SM; Judith Parker, B.S., CLS/H(NCA); Ruth Parrish; Abby Phelps, MT(AMT); Theresa Pleasants, MT(HHS); Linda Ryan, B.S., MT(ASCP); Sara Sparks, B.S., MT(ASCP).

Affiliate Institution Advisers: Robert K. Reid, Ph.D., *Meredith College*; Marsha E. Fanning, Ph.D., *Lenoir-Rhyne College*; Stephen R. Nohlgren, Ph.D., *Salem College*; Francis M. Knapp, Ph.D., *Stetson University*; Grover C. Miller, Ph.D., *North Carolina State University*; Steven Chalgren, Ph.D., *Radford University*; Brian Burke, Ph.D., *University of Tampa*; James McGraw, Ph.D., *State University of New York at Plattsburgh*; Neal Summerlin, Ph.D., *Lynchburg College*; Wilbur C. Jones, Ph.D., *Concord College*; Steven Kleeman, Ph.D., *Rollins College*; Edwin L. Bell, Ph.D., *Albright College*

**Program of Study.** The educational program begins 1 June and consists of fifty-four instructional weeks which includes three weeks of vacation. The first four weeks consist of a core curriculum of courses offered to all students at the same time. After successful completion of the core curriculum, the student is eligible to begin forty weeks of coordinated coursework and clinical rotations in blocks of ten weeks each. After completion of the four major course and rotation blocks, a six-week term is devoted to a course of study in educational techniques, management and supervision, and quality assurance in health care. Lectures, student laboratory experience, and clinical laboratory instruction are presented by a faculty and staff of clinical laboratory scientists, physicians, chemists, and microbiologists.

Graduates of this CAHEA-accredited program are eligible for national certification as a clinical laboratory scientist. Career opportunities in hospital laboratories, research, public health facilities, and educational institutions are available. This program is formally affiliated with Meredith College, Raleigh, North Carolina; Lenoir-Rhyne College, Hickory, North Carolina; the University of Tampa, Tampa, Florida; Salem College, Winston-Salem, North Carolina; Stetson University, Deland, Florida; North Carolina State University, Raleigh, North Carolina; Radford University, Radford, Virginia; State University of New York at Plattsburgh, Plattsburgh, New York; Lynchburg College, Lynchburg, Virginia; and Concord College, Athens, West Virginia to provide the 3+1 study format toward a degree from these institutions. A cooperative agreement exists with Rollins College, Winter Park, Florida, and Albright College, Reading, Pennsylvania to channel 4+1 students to this program.

**Prerequisites for Admission.** Applicants to the program must possess the following academic prerequisites:

1. Possession of a baccalaureate degree, OR the completion of at least three years of study in an accredited college or university which totals ninety semester hours (120 quarter hours) with grades of C or better, and the written guarantee that a baccalaureate degree will be conferred by a university after successful completion of this program.
2. Four courses in major-track chemistry (including at least one course in organic chemistry).
3. Four courses in major-track biology (including one course in microbiology).
4. One course of college level mathematics.

**Application Procedures.** A completed application file contains the following:

1. The completed Duke University Medical Center Allied Health application form, including a nonrefundable processing fee;
2. Official transcript(s) from all colleges and universities attended;
3. Three letters of recommendation, one from a professor of biological sciences, one from a professor of chemistry, and one from a college advisor;
4. A personal interview with members of the Admissions Committee, if requested, following the receipt of the application and other information;
5. A written statement of interest in clinical laboratory science;
6. A NAACLS transcript evaluation, if requested.

The deadline for applications is 1 April of the year for which admission is requested. It is strongly recommended that applications be submitted by 15 February to receive timely consideration. Applications received after 15 February will be considered on a space-available basis. Applicants will be notified no later than 1 May regarding admis-



sion to the program. Requests for further information and application forms should be directed to the Clinical Laboratory Science Program Admissions, Box 2929, Department of Hospital Laboratories, Duke University Medical Center, Durham, North Carolina 27710.

**Fees and Expenses.** Tuition for the program is \$2,325\*. A minimal lab fee is charged for students labs. The student is responsible for housing, board, uniforms, books, and student health fee and medical insurance.

A nonrefundable deposit of \$175 is required of all accepted candidates to hold their place in the class. This deposit applies toward the tuition fee. The remaining tuition and fee balance is billed in two increments; at matriculation and in January (mid-year).

**Transportation Required.** The use of facilities other than Duke and Durham Veterans Administration Medical Centers requires transportation. It is the responsibility of each clinical laboratory science student to provide a means of transportation to and from the facilities selected for learning experiences. Although a few sites may be within bicycling distance, most are not.

**Financial Aid.** Please refer to the section on student aid in the chapter, "The Allied Health Programs". The programs will provide information on the Department of Hospital Laboratories' Tuition Loan Program.

**Part-time Employment.** Students who wish to work are eligible to compete for available part-time paid positions within Hospital Laboratories AFTER successful completion of the core curriculum and one major course and rotation block. Such positions are not to exceed a maximum of 19.9 hours per week.

**Courses of Instruction.** Students must complete the following courses:

<i>Course Title</i>	<b>Core Curriculum+</b>	<i>Clock Hours</i>
		<i>Lect/Lab/Rotation</i>
Orientation Activities		35/10/00
MT 103. Phlebotomy Principles and Procedures		08/00/40
MT 107. Basic Principles of Immunology		35/00/00
MT 110. Medical Application of Computers		15/15/00

<i>Course Title</i>	<b>Course and Rotations Blocks</b>	<i>Clock Hours</i>
		<i>Lect/Lab/Rotation</i>
MT 112. Biochemical Measurements and Disorders		73/47/280
MT 120. Immunohematology		41/57/240
MT 121. Blood and Body Fluids		80/70/160
MT 132. Medical Microbiology/Serology		52/88/200

<i>Course Title</i>	<b>Program Final Term</b>	<i>Clock Hours</i>
		<i>Lec/Lab/Rotation</i>
MT 113. Quality Assurance in Health Care		25/00/00
MT 114. Elective/Alternate Site Rotation		00/00/40
MT 124. Educational Techniques for the Health Professional		16/00/00
MT 126. Laboratory Supervision and Management		26/00/40

\*Subject to change without prior notice.

+Course work in the core curriculum must be successfully completed to gain access to the courses which follow.



# Ophthalmic Medical Technician

Professor: W. Banks Anderson, M.D., *Medical Director*

Associate Professor: Judy H. Seaber, Ph.D., *Program Director*

Teaching Staff: Lois Duncan, CO, COT; Barbara Suitt, R.N., COT, *Clinical Coordinator*

The ophthalmic medical technician program is sponsored by the Department of Ophthalmology, Duke University Medical Center. This is a one-year certificate course designed to prepare the student to perform adequately as an ophthalmic medical technician. The program consists of didactic lectures designed to provide the basic clinical background necessary for the student to understand and perform the technical tasks designated to them by an ophthalmologist. The educational program begins 1 July, and consists of forty-nine weeks of instruction with three weeks of vacation. The core curriculum will be covered within the first six months supplemented by clinical experience under close supervision of clinical support staff and faculty. The second half of the program will consist of clinical rotations with the student working under the close supervision of qualified clinical support staff and faculty and evaluated on a routine basis as their skills develop.

Upon satisfactory completion of the course, students will receive certification from Duke University Medical Center. Following one year of work experience, graduates are eligible to sit for national certification examination by the Joint Commission of Allied Health Personnel in Ophthalmology at the level of an ophthalmic medical technician.

**Prerequisites for Admission.** Applicants to the program must have two years of college or the equivalent.\* Priority will be given to students with a college degree or extensive work experience in some field of ophthalmology.

**Application Procedures.** Applications must be received by 1 May of the year for which admission is requested and must contain the following:

1. the completed Duke University Medical Center Allied Health application form, including a nonrefundable processing fee;
2. official transcript(s) from all colleges and universities attended;
3. three letters of recommendation;
4. a personal interview with members of the admissions committee may be requested following receipt of the application and other information.

The deadline for applications is 1 May of the year for which admission is requested. It is strongly recommended that application be submitted as early as possible. Applicants will be notified no later than 1 June regarding admission to the program. Requests for further information and application forms should be directed to the Program Director, Judy H. Seaber, Ph.D., Box 3802, Duke University Eye Center, Durham, North Carolina 27710.

**Fees and Expenses.** Tuition for the program is \$2,400. The student is responsible for housing, board, books, the student health fee and medical insurance. Fifty percent of the tuition is due at matriculation with the balance being due in January.

**Transportation Required.** It may be necessary for students to rotate at clinical sites other than at Duke University Medical Center and transportation may be necessary. It is the responsibility of the student to provide a means of transportation to and from the facility selected for learning experiences.

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\*Decided by the admissions committee on an individual basis.

**Financial Aid.** Please refer to the section on student aid in the chapter, *The Allied Health Programs*.

**Courses of Instruction.** Students must satisfactorily complete the following courses. The curriculum will include but will not be limited to the following:

COURSE TITLE	CLOCK HOURS
Basic Science Lecture	150
Visual Acuity Assessment	10
Physiology and Anatomy of the Eye	10
Physical History	10
Cardiopulmonary Resuscitation	10
Instrument Maintenance	5
Visual Fields	40
Optics	40
Spectacles	10
Pharmacology	5
Glaucoma	16
External Diseases	8
Physiology	12
Contact Lens	14
Ocular Motility	15
Neurology	5
General Psychology	5
Practicums, Clinical I, II, III, IV, V	TBA
TOTALS	365

## Pastoral Care and Counseling

Associates in Instruction: Claude V. Deal, M.Div.; Margot K. Hover, D.Min.; M. Susan Nance, M.Div.; James A. Rawlings, Jr., M.Div.; James L. Travis, B.D., Th.M., Ph.D.

A graduate program in pastoral care and counseling is available to clergy, theological students, members of religious orders and lay persons of all religious faith groups. There are three levels of training and five distinct program structures of Clinical Pastoral Education offered at Duke University Medical Center. All programs are designed to train individuals who desire to specialize in pastoral care, to enhance their skills as parish clergy, or to broaden their understanding of ministry. With the exception of the Parish-Based Extended Basic CPE Program, all who enroll in any of the programs of Clinical Pastoral Education will be required to serve as chaplains in the Medical Center. All programs are accredited by the Association for Clinical Pastoral Education, Inc.

**Programs of Study.** The three training levels of Clinical Pastoral Education are basic, advanced, and supervisory. There are three distinct program structures of basic CPE including the summer fulltime basic CPE program (June-August), the hospital-based extended basic CPE program, and the parish-based extended basic CPE program. Extended basic CPE units are offered concurrently with the fall and spring semesters of Duke Divinity School. The fourth program structure is the year-long residency program, which begins in June and extends through the following May (four consecutive units). In the residency program, one may be at either a basic or advanced level of training. The fifth program structure is the supervisory CPE program for those seeking to be certified as a clinical pastoral education supervisor.

Requests for application and further information about any of the programs should be directed to the Director, Pastoral Services, Box 3112, Duke University Medical Center, Durham, North Carolina 27710. Admission procedures to each program include:

1. completion and submission of written application materials;
2. an admission interview by a qualified interviewer;
3. acceptance by the Duke University Medical Center CPE Center.

In addition to the above admission procedures, requirements for admission to specific CPE programs include:

1. Graduation from college and seminary-equivalences may be considered; and adequate ministry formation/development and experience in ministry which indicates readiness for this program (Residency CPE Program).
2. Ecclesiastical endorsement; pastoral experience of usually not less than three years; completion of program objectives of basic and advanced CPE; and consultation by the appropriate committee in the region with respect to his/her readiness to pursue supervisory training (Supervisory CPE).
3. Completion of a consultation process between a Duke University Medical Center CPE supervisor and a church board (Parish-Based Extended Basic CPE).
4. A personal interview with Duke University Medical Center faculty (Residency and Supervisory CPE).
5. Submission of previous basic CPE unit(s) final evaluation by student and supervisor(s) (Residency and Supervisory CPE).

**Stipends and Fees.** Stipends are available for students in the residency program and the supervisory CPE program. For 1991-92, the stipend for the residency program is \$15,000, and for the supervisory CPE program the stipend is \$16,500. There are no stipends available for summer fulltime and extended basic CPE units. Stipended students are eligible for the same benefit package as Duke University employees of comparable levels.

Tuition is \$300 per unit when enrolled through Allied Health of Duke University Medical Center, and \$1,300 per unit when enrolled through Duke University Divinity School of academic credit. (A unit of CPE equals two academic courses.)

Fees include the following:

1. Application fee of \$30.00 must accompany an Allied Health form, unless applying with intention of enrolling through Duke University Divinity School.
2. \$45 per unit for Mid-Atlantic Region fee.
3. \$35 for admission interviews when requested.
4. \$100 tuition deposit for those accepted into the year-long residency program.
5. \$50 tuition deposit for students accepted into the summer fulltime and extended basic CPE programs.

## Specialist in Blood Bank Technology

The twelve-month certificate program leading to certification as a Specialist in Blood Bank Technology at Duke University Medical Center has been revised. The planned two-year curriculum will lead to a Master of Health Science Degree in Transfusion Medicine awarded by the School of Medicine. The target beginning date for this proposed program is the fall of 1991. Graduates will be eligible for certification as a Specialist in Blood Bank Technology. Interested applicants are invited to write for further information to: Education Service, Hospital Laboratories, Box 2929, Duke University Medical Center, Durham, North Carolina 27710, or telephone 919/684-6015.





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**1991-92**

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*The School of Law*







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**1991-92**

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*The School of Law*

EDITOR  
Judy Smith

SENIOR EDITORIAL ASSISTANT  
Elizabeth Matheson

LAW SCHOOL EDITOR  
Janse C. Haywood

PHOTOGRAPHS  
Dan Crawford  
Ron Ferrell  
Les Todd  
Jimmy Wallace

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The information in this bulletin applies to the academic year 1991-92 and is accurate and current, to the extent possible, as of June 1991. The university reserves the right to change programs of study, academic requirements, teaching staff, the calendar, and other matters described herein without prior notice, in accordance with established procedures.

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# Calendar of the School of Law 1991-92

## Summer Term

1991

<b>June</b>	
1	Saturday, Orientation
3	Monday, First day of classes
<b>July</b>	
4	Thursday, Holiday
<b>August</b>	
5	Monday, Last day of classes
7	Wednesday, Examination
10	Saturday, Examination

## Institute in Transnational Law (Brussels, Belgium)

1991

<b>June</b>	
30	Sunday, Orientation
<b>July</b>	
1	Monday, First session classes begin
12	Friday, Last day of classes, first session
15	Monday, Second session classes begin
26	Friday, Last day of classes, second session
28-30	Examination period

## Fall Term

1991

<b>August</b>	
17-18	Orientation for entering students
19	Monday, First day of class for all students
<b>September</b>	
27	Friday, No classes for upperclass students
<b>October</b>	
11	Friday, No classes for upperclass students
21-25	Fall break
<b>November</b>	
22	Friday, Last day of class for first-year courses that continue in spring term
25-27	Recess for research and writing for first-year students
28-29	Thanksgiving recess
<b>December</b>	
5	Thursday, Last day of class for upperclass courses
6	Friday, Last day of class for other first-year courses
9-16	Reading and examination period for first-year courses
9-20	Reading and examinations for upperclass courses

## Spring Term

1992

<b>January</b>	
13-17	Professional Responsibility course
13	Monday, First day of class for upperclass courses
17-19	Intensive Trial Practice courses begin
18	Saturday, Examination in Professional Responsibility
20	Monday, first day of classes for all first-year courses
<b>March</b>	
16-20	Spring break

## April

- 24 Friday, Last day of class for all classes  
25 Saturday, Reading and examinations for all classes begin

## May

- 17 Sunday, Commencement

## University Administration

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N. Allison Haltom, A.B., *Secretary of the University*

William H. Willimon, M.Div., S.T.D., *Dean of the Chapel*

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Mary T. Hawkins, *Financial Aid Counselor*

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Peggy E. House, *Staff Assistant, Faculty Support Services*

June C. Hubbard, *Editorial Assistant, Senior*

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Sandra R. Peters, *Staff Assistant, Placement*

Joann G. Rausch, *Staff Assistant, Admissions*

Sarah F. Roberts, *Staff Assistant to the Director of the Library*

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Kay G. Walker, *Staff Assistant, Student Services*

Kimberly Zarbo, *Staff Assistant, Major Projects*



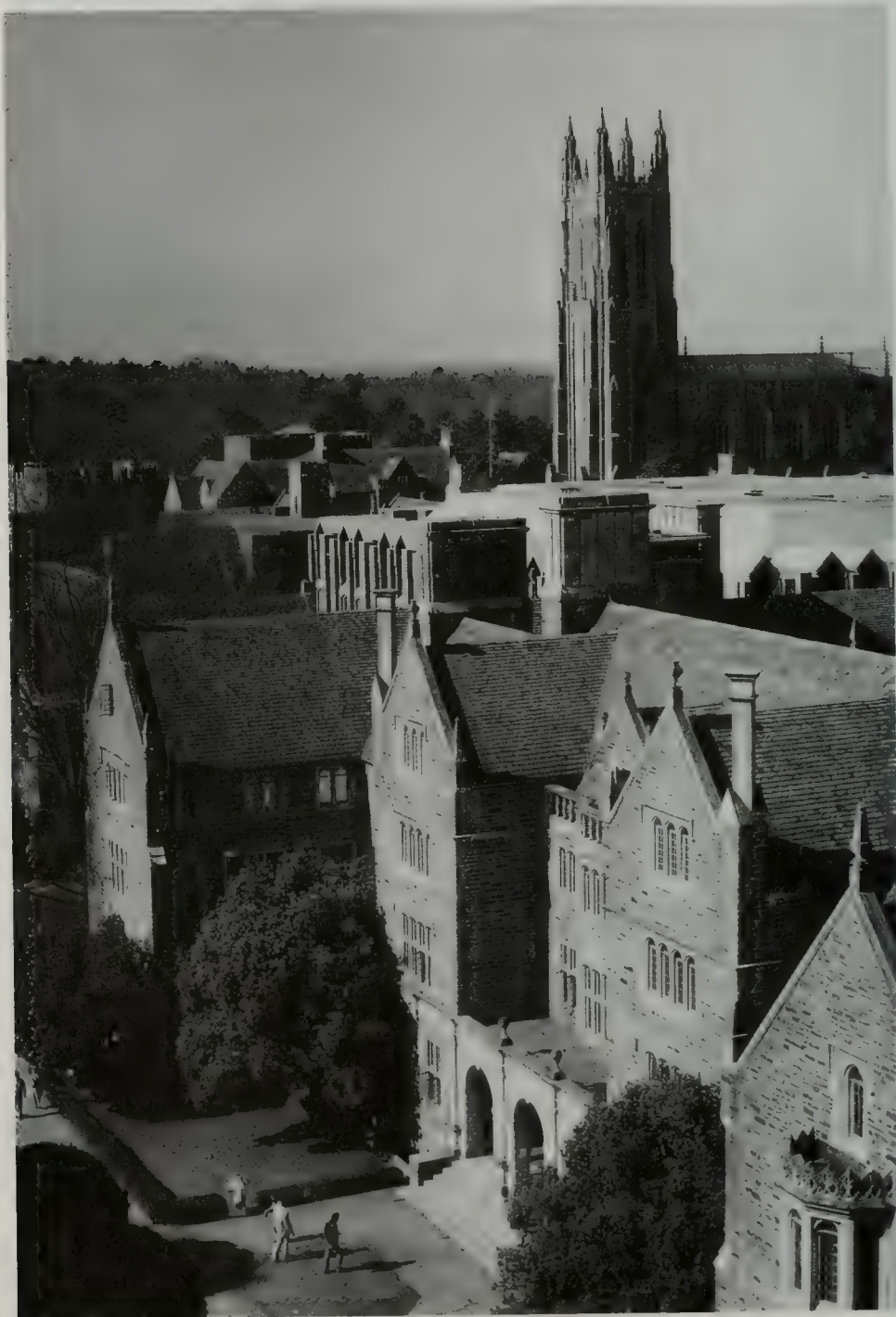


Altruism combined with realism; knowledge of fundamental principles and capacity to apply them; courage to insist on the right and patience to achieve it; understanding of the timidity of the weak; fearlessness of the domination of the powerful; sympathy for the mistakes of the indiscreet; caution of the craftiness of the unprincipled; enthusiasm for that which is fine and inspiring; reverence for that which is sacred; these are some of the attributes of great lawyers.

*Justin Miller*  
*Dean, 1930-34*  
*Duke University School of Law*

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## *The Distinction of Duke*





## Duke University

Of the major American universities, Duke has the most recent origins. Duke University was founded in 1924 with a single giant benefaction to a small but well-established Methodist college. It promptly took a place among the newly prominent American universities, adding professional schools of national stature in divinity, engineering, law, and medicine to an increasingly excellent undergraduate college. The Medical School was the first to attain international stature, and its training program and hospital are today among the finest in the world. The divinity, engineering, and undergraduate programs are all now widely recognized as among the best. In recent years, the university has added a Graduate School of Business which has achieved an excellent reputation in a short period of time. A strong initiative is now under way to increase the stature of the Graduate School.

The Law School was established as a graduate professional school in 1930, although its roots can be traced to lectures on law conducted in Trinity College as early as 1850 by the then-president of the college. The Law School quickly thereafter acquired a distinguished law faculty, and began competing for the ablest law students in the United States. Its development in the early post-World War II era was impeded by the difficulty of attracting faculty and students to the segregated South, an impediment that began to dissolve about 1960 and which seems now thankfully to have disappeared.

## Aims

The aims of the Law School at Duke are not distinctive among university law schools. The school strives to serve its students and the law by providing a place where professors and students share an effort to explore, to master, and to illuminate law.

Duke does not expect all law students to come to professional school with well-defined career goals; these would necessarily be premature, and often ill-conceived. The Law School does expect its students to bring a respect for the academic enterprise and a curiosity about the institutions and the values of law. It also expects that those who leave it after three years of professional study will share a commitment to the craft of law, and a spirit that will help them bear important responsibilities through all of their productive years, whether or not their careers keep them in conventional law practice. The contribution which Duke hopes to make to its students is to provide an environment in which shared commitments can germinate and professional maturation flourish. Some of the means by which Duke seeks to make such a contribution are distinctive.

## The Learning Environment

The Law School at Duke is a learning environment different from that of most law schools serving competitively selected students. The relation of the professional students to one another is not that which is usually found.

Duke law students come from all parts of the United States, and in significant numbers from other parts of the world. About a tenth are graduates of Duke's Trinity College, and a partly overlapping tenth are from North Carolina; thus, the great majority of Duke law students have few prior contacts with the area. While there is no university housing set aside for law students, most do live within a few minutes of the school. As a result of these circumstances, Duke law students are more likely than others to find their social activities merging with their professional relations.

Duke law students are persons who have known substantial academic success. Most have attended competitive undergraduate schools; most have academic averages nearer *A* than *B*; and most have Law School Admission Test scores in the forties. As one should expect from such a group, they are competitive and industrious. The Law Library receives intensive use by students throughout most weekends and a few students can be found there into the small hours of most nights.

At the same time, however, the students are in competition with one another to only a limited degree. This is so because Duke law graduates disperse more broadly on graduation than do those of any law school; their placement market is very good; and it is rare for two Duke students to be in direct competition for the same first job. This circumstance, combined with the sociability of the students, produces a competitive environment that is more supportive than most.

This condition is enhanced by the relatively small size of the school. The school aims at an entering class of about 190. Several of the schools with which Duke competes for the most able students are twice that size, and some are three times as big. While size may offer advantages, it also depersonalizes relationships among students.

Despite the small size of the school, there is an unusually large number of opportunities for upperclass students to participate in significant shared professional activities. Thus, the Law School publishes four widely circulated journals which publish student scholarship and which are edited by students, with varying degrees of faculty involvement. A higher percentage of Duke law students are engaged in such activities than is the case for any other law school.

It is also perhaps pertinent that the law building at Duke was built for functional use, not as a monument. The building is less handsome than most at Duke, and is now small for the level of activity that it houses. Plans for its renovation and enlargement have been made and funds are now being raised for that purpose. The first part of the renovation in a portion of the Law School Library was completed during the summer and early fall of 1989.

Finally, the Duke law faculty is more accessible than most. In part, this reflects a curricular design which brings each first-year student into a tutorial relationship with a faculty member. In part, it reflects the ethic of the faculty that their profession is teaching and scholarship, not the practice of law; most professors are in their offices on most days throughout the calendar year.

For these reasons, the environment of the Law School is distinctive. Duke law students compete vigorously, but as friends. While alienation and hostility are traits not unknown to Duke, they do seem to be less common and less intense than at most major national law schools.

## Professionalization

The core of the Duke law curriculum for professional students is not distinctive in its content. The six basic first-year required courses are found in all law curricula. Most

Duke law students elect in upperclass years the same large standard courses that law students elsewhere elect.

This standardization of law curricula is responsive to standardized student expectations. Law students everywhere tend to approach the discipline as a body of rules; as lawyers, they seek to know the rules applicable to the most familiar transactions and events. This view of the law is not wrong, but it is misleadingly incomplete. Legal rules are countless; many are subject to frequent change; they conflict; and their words often conceal more meaning than they reveal. Lawyers are people who understand and influence the ways in which elusive rules work in the minds of officials who must enforce them. Their discipline is thus more than a mass of data to be assimilated; it is an activity which requires judgment and gift of expression as well as information.

For this reason, wise law students everywhere concentrate on the exercise and development of basic communication skills: reading, writing, speaking, and listening. The teaching methods employed at Duke in the core curriculum are, like those employed elsewhere, intended to afford ample opportunities for such self-development.

In recent decades, however, there has been growing concern in the legal profession about the adequacy of traditional skills teaching. In part, this concern reflects impatience with the inability of any academic program to develop in adult students some of the habits and traits that make professional lawyers effective. At the same time, this concern has been partly evoked by a growing gulf between academic law and professional practice which results from what may be described as the academization of law and other professional faculties. Law faculties are now often more closely connected in their professional identities with the academic profession than with the legal profession. This development has a number of consequences, many of them surely positive; but a negative one is a possible diminution in the utility of the faculty and program in the students' pursuit of general or specific professional aims. Duke has sought to retain an emphasis on training students for professional work in several ways, some of which may be distinctive.

First, the Duke law faculty has striven to maintain a wide range of scholarly interests in fields of law which are also of interest to students with professional aspirations. Although a relatively small faculty, Duke is particularly well-represented among the leading national scholars in such fields as business organizations, taxation, real estate finance, intellectual property, civil procedure, criminal procedure, and economic regulation. There may be some cost to this in that the Duke law faculty has fewer scholars devoted to the study of constitutional law and legal theory than do some other faculties of comparable size. Yet no one familiar with either of these two fields can deny that the contributions of the Duke law faculty to them is substantial, surpassed by few faculties.

Second, the Law School at Duke has emphasized in its entry-level recruiting of faculty the importance of significant professional experience as a lawyer. Judicial clerkships, for example, are regarded by the Duke faculty as an excellent beginning of a professional career in law, and one to be sought by many Duke law graduates, but usually not as a sufficient qualification for faculty appointment. Most of the recent professors tenured at Duke had significant professional experience, one as a public defender, one as a lawyer in a program of legal services for the poor, one in a small firm specializing in environmental litigation, one as an appellate advocate for the United States Department of Justice, and two as partners in law firms. Such persons can perhaps be expected to identify more readily with the career aims of students than can faculty who quickly rejected the practice of law as a career for themselves.

Third, the Duke law faculty has made an uncommon investment of energy in the development of the professional skills of its first-year students. This commitment





is reflected in the intensive tutorial writing program which demands an exceptionally large effort on the part of students as well as teachers, and in the first-year course in professional advocacy, which aims to sensitize students to some of the ethical issues of advocacy and to provide experience in that role. Fourth, Duke has developed a distinctive clinical program that emphasizes clinical training through simulation and covers a wide variety of fields of legal study. At the same time, clinics in child advocacy, pretrial civil litigation, alternative dispute resolution, and criminal litigation provide opportunities for a hands-on clinical experience to a limited number of students.

The emphasis on simulation has enabled the Law School to draw into its clinical program a very distinctive adjunct faculty teaching a varied array of clinical courses. Among the clinical seminars and courses offered at Duke in recent years have been Antitrust Litigation, Business Planning, Child Advocacy, Collective Bargaining, Commercial Arbitration, Commercial Practice, Criminal Practice, Entertainment Law, Estate Planning, Federal Appellate Practice, Federal Civil Rights, Forensic Psychiatry, International Transactions with Japan, Japanese Environmental Dispute Resolution, Land Use Planning, Negotiation, Professional Malpractice, and Professional Responsibility. Some of the instruction is provided by regular faculty, but much of it is provided by distinguished lawyers and judges selected by the faculty and working with its Clinical Studies Committee. Instruction is scheduled to accommodate some who come long distances to participate. Thus, several of the most distinguished members of the American judiciary teach regularly at Duke, including eight who sit on the United States Courts of Appeals. These persons are all eminently able and willing to share their professional skills and judgment.

An additional feature of the Duke program of professionalization is the *Alaska Law Review*, a journal edited and substantially written by Duke law students for the lawyers of Alaska and funded by the Alaska Bar Association. Materials published in this journal are shaped by conversations between the senior editors and lawyers, judges, and legislators in Alaska which are held on the annual trip of the senior student staff to that state.

Another important feature of any professional law school's program for its students is the relationship it maintains with its alumni. As noted, Duke law alumni are the most dispersed law alumni body. This is an advantage to the school in using its alumni to recruit admissions candidates; several hundred alumni now engage in that work. In addition, the law alumni provide placement counseling and assistance in many areas of practice and in many locations through contacts with individuals and through participation in the annual Career Conference at the Law School. In an effort to maintain a sense of community and identity with the Law School and among its alumni, the Alumni Affairs Office coordinates and supports the activities of local law alumni associations. Over forty such associations now exist, including three international groups (in Europe, Tokyo, and Taiwan). Alumni awareness of the progress and needs of the school is maintained through annual educational and social events attended by Law School representatives. This program, in addition to regularly scheduled reunions at the Law School, serves to continue the ties of alumni and school through the decades and despite the distance.

In light of these features of its program, it is fair to say that the utility of the school to most persons seeking to develop themselves as legal professionals is not surpassed by that of any other school. While Duke, no more than any academic program in law, cannot warrant the professional competence of all its graduates, it has not forgotten the immediate aims of its professional law students and affords ample opportunities for its students to enhance the basic skills and to develop the appropriate values needed for effective professional work in law. It is for these reasons, and because of the very high quality of the students attracted to Duke, that the placement opportunities are so strong.

## Intellectual Isolation and Integration

This commitment to the professional aims of its students is not belied by the school's equally strong commitment to unify its students' professional learning with the broadest dimensions of knowledge about human affairs and institutions. It is a widely shared impulse of law students to seek training rather than education, to exclude from their vision all learning save that which can be applied on the job on the morrow. Intellectual parochialism is, however, often a mark of the mediocre, unimaginative lawyer, and every good law school is at pains to open the minds of its students to the broader implications and consequences of law. Students who are narrowly careerist in their aims in law school can do enduring harm to themselves.

Thus Duke warmly encourages joint studies which link law study to other insights into the human condition. The Law School early established the first and leading journal of interdisciplinary legal studies. The Duke law faculty has more joint appointments than any law faculty, regardless of size. More Duke law students are pursuing joint degrees than are doing so at any other law school, again regardless of size. In these respects, Duke is very much a *university* law school.

Among the professors holding secondary joint appointments in the Law School are persons whose primary intellectual attainments and interests are in economics, English, history, philosophy, political science, psychiatry, and religion. The group includes several senior persons of extraordinary attainment. Illustrative of the strength this gives to the curriculum is the course on constitutional history, taught by a regular member of the faculty who is an eminent scholar of the Constitutional Convention of 1787, jointly with two historians, one the preeminent historian of the Reconstruction and the other the preeminent historian of the New Deal. Likewise, students pursuing an interest in legal theory have access not only to a noted scholar of jurisprudence, and to younger scholars whose primary interests are the application of feminist social and political theory to family law or the ethical and philosophical underpinnings of environmental law, but also to a noted philosopher of law and legal reasoning and a heralded literary theorist who is applying literary theory to law.

In developing this joint-appointment faculty, the Law School has not limited itself to relations with professors teaching in other fields at Duke, but has sought out scholars at other universities in North Carolina. In addition, there are several members of the law faculty holding secondary appointments in other fields such as medicine, divinity, and public policy science, as well as many others whose primary intellectual interests span law and other fields.

The key to joint studies for law students at Duke in recent years has been the summer-entering program. Students commencing their studies in early June are enabled to complete two of the six major first-year courses by mid-August. They are then free to enrich their first-year Law School experience with broad exposure to another field, particularly economics, English, history, philosophy, or political science, so that in one year they will have completed half of the Graduate School requirements for a Master of Arts degree. Both degrees can be completed within the remaining two academic years with a slight overload. This feature of the Duke program is unique. It is not offered as a means of elevating the professional salability of the school's graduates, but as a means of preserving in professionals a life of the mind, and of promoting a broader view of the discipline of law which may over the longer term enhance one's professional judgment.

Another distinctive feature of the Law School that contributes to the widening of professional vision is the Private Adjudication Center. The center, a freestanding non-profit corporation governed by a board comprising Duke Law alumni and faculty, undertakes research and education in the field of alternative dispute resolution (ADR) as well as providing extensive ADR services to private parties. The center's activities are premised on a recognition that traditional litigation can be both slow and costly to the parties involved and that, in some circumstances, alternative methods of resolving disputes can yield better results more quickly and at lower cost. The center aims to



become increasingly involved in the training of law students, with a view to opening their eyes to shortcomings of traditional litigation methods and to the potential uses of ADR. For example, a clinical course has been prepared in which students analyze real cases—particularly in the area of medical malpractice, where the center is engaged in a major research and ADR development effort—to determine their amenability to some type of ADR. The center also uses, and can offer students opportunities to employ, social science research methods in the empirical analysis of procedures and ADR techniques. Because the center provides a significant volume of services, it is possible to conduct research under controlled circumstances. Indeed, the center is the first genuine laboratory for applying social science methods to the empirical evaluation of legal institutions and procedures.

Finally, an unusual minor feature of Duke is the degree program for the Master of Legal Studies. This is a one-year program that serves to initiate the student to law study; it is not essentially different from the usual first year of the professional degree program. Only a few mature students having established careers in other fields are admitted to this program. Such students are expected to enrich the professional and intellectual community of the school with the diversity of their experience. The program symbolizes the openness of the Law School and the willingness of the faculty to encourage interests in law by persons outside the legal profession.

This network of ties makes Duke as thoroughly integrated in its intellectual life as any American law school. The pursuit of professional aims at Duke need not be constricted by intellectual parochialism, even if there can be no assurance that every student will exploit fully the opportunities for enlarged vision that the Duke Law curriculum affords.

## The International Dimension

The Law School is an institution of considerable international proportion. In part, this simply reflects the interests of the present regular law faculty, which are as international as those of any law faculty. Thus, among the thirty-two persons holding full-time professional appointments primarily in law, are scholars whose *primary* interests include taxation of international transactions, comparative administrative law, comparative public law of ethnic group relations, and comparative and international insurance law. Several others regularly study the comparative dimensions of such fields as securities regulation and intellectual property. Still others maintain international careers as experts in fields of American law; thus Duke law faculty have taught or lectured to international audiences in as many as forty countries in the most recent five years. The extent of this international interest of the faculty is distinctive, although not unique.

Because of this high level of faculty interest, the Law School has been especially receptive to international faculty visitors. Regular ties have now been established with professors who are recurring visitors from Brussels and Tokyo, as well as with a recent Duke law alumnus who began in 1988 his career as a law professor in China. In addition, recent years have brought visitors from Alberta, Berne, Copenhagen, Dalhousie, Exeter, Gujarat, Hamburg, Jerusalem, Kyoto, Monash, Munich, Munster, Natal, Otago, Oxford, Queen's, Osaka Prefecture, People's, Ramat-Gan, Sydney, Tessaalonika, Tsuru, and York. Despite the congestion of the law building, the school has tried to welcome international scholars and, when language facility permits, to bring them into contact with Duke law students as well as faculty. In this way, the curriculum is enriched each year with a few special offerings, sometimes narrow in focus, but often offering unusual insights into the nature and uses of law.

In addition to this influx of international faculty, Duke has also reached out to international students. About thirty to thirty-five foreign lawyers are admitted each year to the program leading to the Master of Laws degree. On rare occasion, one of these students is encouraged to remain for a doctorate. Duke is distinctive in the degree to which these students are integrated into the community of American students. There is



no special curriculum for international students, and each foreign lawyer is required to take at least one of the regular first-year courses, often in one of the smaller sections where social and professional interaction is most likely to occur.

The entering class of J.D. candidates includes a number of international students. Each year several come from the People's Republic of China. They reflect a special initiative by the Law School to assist in the development of the legal system and legal profession of China. The People's Republic students usually enter with law degrees from some of the most prestigious universities in China. Exchange programs with these institutions enable Duke J.D. students with a special interest in China and some facility with the language to study in Beijing and Shanghai. In addition to China, international students in the J.D. program have come from countries as disparate as England, Japan, Korea, Malaysia, Panama, Poland, South Africa, Tanzania, Taiwan, and Germany.

In 1985, the law faculty established a unique joint degree program internal to the Law School which aims to encourage students to exploit the distinctive international dimension of the school. Along with the joint degree programs with the Graduate

School, the program leading to the Master of Laws (International and Comparative Law) depends on summer entrance to law study to enable students to complete a second degree in the standard three academic years supplemented by the one summer semester plus a month in the program in Brussels. Students in this program devote a substantial part of their first year to the study of foreign and international law, thus materially broadening their perspective on the standard first-year law material. Like the joint degree program offered with the Graduate School, this degree program is not presented as an assurance of advantage in the pursuit of a particular career in law, but as a means to broadened perspective and deepened capacity for judgment.

The Law School currently offers a four-week residential summer program in Brussels, Belgium. This Summer Institute in Transnational Law involves about eighty participants, approximately one-third of whom are from Duke, and the remainder are from a variety of countries throughout the world. The faculty comes from the Duke Law School and several foreign universities. The program location in Brussels provides the participants in the program an opportunity to see first-hand the European Commission, the European Court of Justice, the International Court of Justice at The Hague, the U.S. Mission to the European Community, NATO, and various international law firms. The program is offered by the joint efforts of the Law School and the law faculty of the Free University of Brussels.

## Conclusions

In 1986, the Law School was reviewed by a distinguished committee serving the University Board of Trustees, and also by an eminent team appointed by the American Bar Association and the Association of American Law Schools. All of these inspectors of the school commented adversely on the plant as being too modest in appearance and too small for the volume of activity housed within. All also commented especially on the three secondary faculties of the Law School: the adjunct clinical faculty of lawyers and judges, the joint faculty of scholars primarily working in other disciplines, and the international visiting faculty. The shared comment was that each of these groups was extraordinary in what it was able to bring to Duke law students, and each was wisely balanced by the presence of the others. At least one observer noted the synergistic effect—the Law School is more than the sum of its parts.

The assembly of these secondary faculties is itself an unusual attainment of the regular faculty. What their collective presence manifests is the self-confidence of an institution reaching out to the legal profession, to the academic profession, and to the international legal community for the best that these constituencies have to offer to those engaged in the study and illumination of law. Together with the supportive student environment, and a talented and dedicated faculty willing to innovate, they provide a truly distinctive opportunity for the study of law.



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## *Law Faculty*



Presented here are faculty holding academic appointments in the Law School extending beyond one year.

**Katharine Tiffany Bartlett, *Professor of Law***

B.A. 1968, Wheaton College; M.A. 1969, Harvard University; J.D. 1975, University of California, Berkeley. Professor Bartlett, formerly a secondary school teacher, commenced her legal career with a judicial clerkship in the Supreme Court of California. From 1976 to 1979, she worked as a staff attorney at the Legal Aid Society of Alameda County in Oakland, California, where she concentrated on major impact litigation in the areas of disability law and pension law reform. She began teaching at Duke in 1979. She has written extensively on various family law topics, and is coauthor of a family law casebook. She also specializes in topics in the area of gender and law, including feminist legal theory. She has held visiting appointments at UCLA and at Boston University.



**Lawrence G. Baxter, *Professor of Law***

B.Comm. 1973, LL.B. 1975, Ph.D. 1985, University of Natal; LL.M. 1977, Dip.Leg.Stud. 1978, Cambridge University. A native of South Africa, Professor Baxter practiced law before taking an appointment in 1978 at the University of Natal where, in 1982, he was promoted to professor of law. In 1984 he was also a visiting professor at the University of Cape Town. In the fall of 1988 he was a visiting professor of Wolfson College, Cambridge, England, and in May and June 1990 he taught at Bond University, Queensland, Australia. In June and July 1991 he was special counsel to the staff of the United States Senate Committee on Banking, Housing and Urban Affairs. He has served as an adjudicator on the Natal Midlands Licensing Appeal Board, is a consultant to the Administrative Conference of the United States, a member of the North Carolina state bar, and a member of the North Carolina Bar Association's Task Force on Administrative Law and Procedure. Professor Baxter has published a number of works in administrative, banking, constitutional, and comparative law. Among these is a treatise, *Administrative Law*, published in 1984. He came to Duke in 1985.



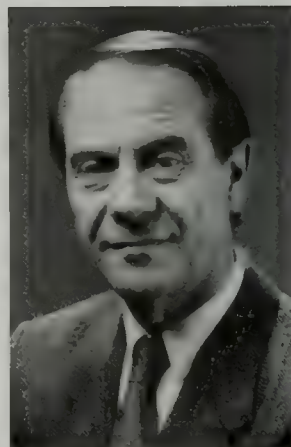
**Sara Sun Beale, Professor of Law**

B.A. 1971, J.D. 1974, University of Michigan. A native of Toledo, Ohio, Professor Beale's experience includes a judicial clerkship on the United States Court of Appeals, as well as a year in private practice in Detroit, Michigan. In 1976 she joined the United States Department of Justice, where she served one year in the Office of Legal Counsel, and two years in the Office of the Solicitor General. She began her teaching career at Duke in 1979 and is the coauthor of *Grand Jury Law and Practice* (1986). Her principal academic interests are in the field of criminal law and procedure.



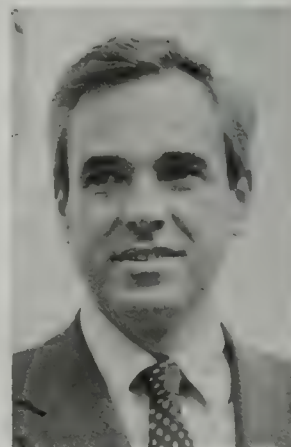
**Herbert L. Bernstein, Professor of Law**

LL.B. 1953, Dr. jur. 1962, Hamburg University, Germany; J.D. 1967, University of Michigan. A native of Germany, Professor Bernstein practiced as a junior lawyer until 1958 and as a regular member of the bar thereafter. Simultaneously, he was a research and teaching assistant at Hamburg University from 1956 to 1960. Since 1958 he has also been affiliated with the Max-Planck Institute of Foreign and Private International Law. He taught at the University of California from 1967 to 1971; then returned to Hamburg University as professor of law. After a previous visit, he came to Duke from Hamburg in 1984. His teaching includes contracts, comparative law, insurance, legal institutions, and international organizations. He is the author of numerous books and articles on diverse subjects in the fields of international law, conflict of laws, insurance, and business law.



**H. Keith H. Brodie, James B. Duke Professor of Psychiatry and Professor of Law**

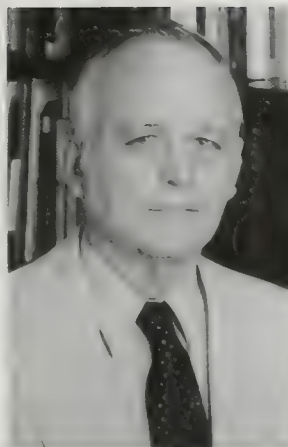
A.B. 1961, Princeton University; M.D. 1965, Columbia University. Dr. Brodie served at hospitals in New Orleans and New York City before becoming a clinical associate with the National Institute of Mental Health in 1968. In 1970, he joined the medical faculty of Stanford University. He was awarded a first prize in 1971 for research by the American Psychological Association. Dr. Brodie is a member of the Institute of Medicine of the National Academy of Sciences and he has chaired IOM's Board of Mental Health and Behavioral Medicine. He came to Duke in 1974 as professor and chairman of the Department of Psychiatry and director of Psychiatric Services at Duke University Medical Center. He has also served as president of the American Psychiatric Association. His most recent book is *Modern Clinical Psychiatry*, published in 1982. He was first appointed to the law faculty in 1982. He presently serves as president of Duke University.





**Paul D. Carrington, Harry R. Chadwick, Sr. Professor of Law**

B.A. 1952, University of Texas; LL.B. 1955, Harvard University. Professor Carrington is a native of Dallas, Texas. His professional experience includes a brief stint in private practice in Dallas and in a military law office, as well as occasional work for the American Civil Liberties Union and the American Association of University Professors. Since his teaching career began in 1957, he has taught at more than a dozen law schools, before serving as professor of law and dean at Duke from 1978 to 1988. He has been active in judicial law reform efforts, particularly in regard to appellate courts and procedure. He has published in the fields of civil procedure, education law, and legal education. He teaches civil procedure and is reporter for the Committee of the Judicial Conference of the United States which advises the Conference and the Supreme Court on changes in the Federal Rules of Civil Procedure.



**George C. Christie, James B. Duke Professor of Law**

A.B. 1955, J.D. 1957, Columbia University; S.J.D. 1966, Harvard University. A native of New York City, Professor Christie was editor-in-chief of the Columbia Law Review. He commenced his legal career with private practice in Washington, D.C. In 1960-61, he was a Ford Fellow at Harvard Law School; and in 1961-62, he was a Fulbright Scholar at Cambridge University, where he earned a Diploma in International Law. He then joined the law faculty of the University of Minnesota, where he taught for almost four years. In 1966, he returned to Washington to serve as Assistant General Counsel for the Near East and South Asia of the Agency for International Development before coming in 1967 to Duke. His chief academic interests are in the areas of torts and jurisprudence, in both of which he has published widely. He is the editor of a casebook in jurisprudence published in 1973 and one on torts first published in 1983, and now in its second edition. His monograph, *Law, Norms and Authority*, was published in 1982. He has been a visiting professor at George Washington University, the Universities of Michigan, Florida, Otago in New Zealand, Witwatersrand in South Africa, and Fudan University in Shanghai, and a fellow of the National Humanities Center. In 1991-92, he is a visiting professor at Northwestern University.



**James E. Coleman, Jr., Professor of Law**

A.B. 1970, Harvard University; J.D. 1974, Columbia University. A native of Charlotte, North Carolina, Professor Coleman's experience includes a judicial clerkship for the U.S. District Court for the Eastern District of Michigan, a year in private practice in New York, and twelve years in private practice in Washington, D.C., the last nine as a partner in a large law firm. In private practice, he specialized in federal court and administrative litigation; he also represented criminal defendants in capital collateral proceedings. He has had a range of government experience. In 1976, he joined the Legal Services Corporation, where he served for two years as an assistant general counsel. In 1978, he conducted an investigation of two members of Congress as chief counsel for the U.S. House of Representatives' Committee on Standards of Official Conduct. In 1980, he served as a deputy general counsel for the U.S. Department of Education. On sabbatical from his law firm, he was a visitor at Duke Law School for the fall semester of 1989, where he taught a seminar on capital punishment. He joins the faculty full-time in 1991 and teaches criminal law, research and writing, and a seminar on capital punishment.



**James D. Cox, Professor of Law**

B.S. 1966, Arizona State University; J.D. 1969, University of California, Hastings College of the Law; LL.M. 1971, Harvard University. Professor Cox is a native of Ellinwood, Kansas. He entered law teaching as a teaching fellow at Boston University, and has since taught at the University of San Francisco, Stanford University, and the University of California, Hastings College of the Law, before coming to Duke in 1979. He has focused his writing and teaching in the areas of corporate and securities law. Professor Cox is the author of a book on the utilization of financial information in the regulation of public corporations, as well as a casebook on securities regulations published in 1991. He spent the spring semester of 1989 as a Senior Fulbright Research Fellow at the University of Sydney.



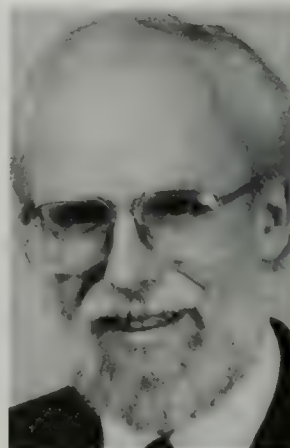
**Jerome M. Culp, Jr., Professor of Law**

A.B. 1972, University of Chicago; A.M. 1974, J.D. 1978, Harvard University. Professor Culp is a native of Clarksville, Pennsylvania. While in law school he served as senior editor of the *Harvard Civil Rights-Civil Liberties Law Review*. His experience includes a research fellowship with the Rockefeller Foundation and a judicial clerkship in the U.S. Court of Appeals. He came to Duke from Rutgers in 1985, and in 1987 was a Distinguished Scholar at the Joint Center for Political Studies in Washington, D.C. He has also taught at the University of Michigan. His principal work to date is in the area of employment discrimination and economic analysis of law. He teaches torts, labor law, and a seminar on black legal scholarship. In 1991-92, he is on sabbatical leave, in residence at New York University and the University of California at Berkeley.



**Richard A. Danner, Professor of Legal Research**

B.A. 1969, M.S. 1975, J.D. 1979, University of Wisconsin-Madison. Professor Danner is a native of Wisconsin, who served as environmental law librarian at the University of Wisconsin-Madison, prior to coming to Duke as associate law librarian in 1979. He became director of the Law Library in 1981. He teaches a seminar in legislation, as well as legal research and writing. He has published articles in journals of law, law librarianship, and library science; his book, *Legal Research in Wisconsin*, was published in 1980. Since 1984, he has been editor of the American Association of Law Libraries' *Law Library Journal*. He is active in the affairs of AALL, AALS, and has served as president of the southeastern chapter of AALL (1985-86) and president of the AALL (1989-90).



**Walter E. Dellinger III, Professor of Law**

A.B. 1963, University of North Carolina; LL.B. 1966, Yale University. Professor Dellinger is a native of Charlotte, North Carolina. He taught political and civil rights at the University of Mississippi from 1966 to 1968. In 1968-69, he served as a judicial clerk in the Supreme Court of the United States. He joined the Duke law faculty in 1969, serving as associate dean from 1974 to 1976 and as acting dean from 1976 to 1978. He has also taught at the University of Southern California, the University of Michigan, and the Catholic University of Leuven, Belgium. He teaches constitutional law and history, and in 1988-89 was a fellow of the National Humanities Center.



**Deborah A. DeMott, Professor of Law**

B.A. 1970, Swarthmore College; J.D. 1973, New York University. Professor DeMott spent her early years in DuBois, Pennsylvania. She served as articles editor of the *New York University Law Review*. She began her professional career with a judicial clerkship in a federal court in New York City, and later practiced with a large law firm in that city, until she joined the Duke law faculty in 1975. In 1989, she received the Scholar/Teacher of the Year Award from Duke University. She has also taught at the Universities of Texas, Colorado, and the Hastings College of Law of the University of California. In 1986 she was a Fulbright Senior Scholar at Sydney and Monash Universities in Australia. She is a member of the North Carolina General Statutes Commission. She is the author of a treatise, *Shareholder Derivative Actions*, published in 1987 and a casebook, *Fiduciary Obligation, Agency and Partnership*, published in 1991. Her other writing concerns corporate law, takeovers and acquisitions, and fiduciary obligation. In the fall of 1991, she is the James L. Lewtas Visiting Professor at Osgoode Hall Law School, York University, Toronto.



**Robinson O. Everett, Professor of Law**

A.B. 1947, J.D. 1950, Harvard University; LL.M. 1959, Duke University. Professor Everett is a native of Durham, North Carolina. He served for several years as a legal officer in the Air Force and as a commissioner of the United States Court of Military Appeals. He returned to Durham to enter a general practice, which he continued until 1980 when he ascended to the bench of the United States Court of Military Appeals as chief judge. In September 1990, he retired from this position to become a senior judge of the Court and resume full-time teaching. From 1961 to 1964, he served as counsel to the Subcommittee on Constitutional Rights of the United States Senate Judiciary Committee. He has been active in the affairs of the North Carolina Bar and of the community of Durham. He has long served as a commissioner on Uniform State Laws and has been active in various law reform efforts. He has published on many legal topics, most notably military justice and local government law. His teaching at Duke began as early as 1950. He was elected to regular membership on the faculty in 1967.





**Peter G. Fish, *Professor of Political Science and Professor of Law***

A.B. 1960, Princeton University; A.M. 1965, Ph.D. 1968, The Johns Hopkins University. Professor Fish has served as guest scholar at the Brookings Institution and taught at Oberlin and Princeton before coming to Duke in 1969. He is author of *The Politics of Federal Judicial Administration* (1973) and *The Office of the Chief Justice* (1984). From 1977-79 Professor Fish served as a lay member of the United States Circuit Judge Nomination Commission, Panel for the Fourth Circuit. He teaches a seminar on the development of the United States Courts of the Fourth Circuit: 1789-1958.



**Stanley E. Fish, *Professor of English and Professor of Law***

B.A. 1959, University of Pennsylvania; M.A. 1960, Ph.D. 1962, Yale University. Professor Fish taught at the University of California, the University of Southern California, and The Johns Hopkins University before coming to Duke in 1985. His principal field has been the study of Milton; this interest evolved to produce important work on literary theory and his widely noted 1980 book, *Is There A Text in This Class?* Most recently he contributed to the application of literary theory to law and has written for legal publications. He teaches a seminar on interpretive theory which is presented to students of the humanities as well as law.



**Joel L. Fleishman, *Professor of Law and Public Policy Sciences***

A.B. 1955, J.D. 1959, M.A. (Drama) 1959, University of North Carolina; LL.M. 1960, Yale University. Professor Fleishman is a native of Fayetteville, North Carolina. He began his career in 1960 as assistant to the director of the Walter E. Meyer Research Institute of Law at Yale. From 1961 to 1965, he served as legal assistant to the governor of North Carolina. He then returned to Yale, first as director of the Yale Summer High School, and then as associate provost for Urban Studies and Programs. In 1969, he became associate chairman of the Center for the Study of the City and Its Environment and associate director of the Institute of Social Science at Yale. In 1971, he came to Duke as a member of the law faculty and as director of the Institute of Policy Sciences and Public Affairs. He is also senior vice-president of the university, and chairman of the Capital Campaign. His principal writings deal with legal regulation and financing of political activities. He is on leave of absence, devoting himself to university administration.



**John Hope Franklin, Professor of Legal History**

A.B. 1935, Fisk University; M.A. 1936, Ph.D. 1941, Harvard University. A native of Oklahoma, Professor Franklin taught at Fisk University, North Carolina Central University, Howard University, Brooklyn College, and the University of Chicago, where he was the John Matthews Manly Distinguished Service Professor, before coming to Duke in 1982 as the James B. Duke Professor of History. He is now emeritus in history and continues his teaching in the Law School. In the spring of 1989, he was the Herman Phleger Visiting Professor at Stanford Law School. In 1990 he was the Mathew O. Tobriner Lecturer at the Hastings College of Law. He has served as president of several scholarly organizations, including the United Chapters of Phi Beta Kappa and the American Historical Association; as Pitt Professor of American History and Institutions at Cambridge University; and as a member of many national commissions and delegations, including the National Council on the Humanities and UNESCO. He has published several books, among which are *From Slavery to Freedom: A History of Negro Americans* (6th ed, 1987), *Reconstruction after the Civil War* (1961), *The Emancipation Proclamation* (1963), *A Southern Odyssey: Travelers in the Antebellum North* (1976), *Racial Equality in America* (1976), *George Washington Williams: A Biography* (1985), and *Race and History: Selected Essays, 1938-1988*.



**Koichiro Fujikura, Adjunct Professor of Law**

B.A. 1957, Doshisha University; B.A. 1961, Amherst College; LL.M. 1962, Northwestern University; LL.M. 1963, Harvard University. Professor Fujikura returned to Japan after his four years of study in the United States, where he joined the faculty of Doshisha, serving as dean of the law faculty there before moving to the University of Tokyo in 1981; he remains professor of law at Tokyo. He has also taught at California, Harvard, and Hawaii. Among his writings is a book published in English, *Environmental Law in Japan* (1981). He is scheduled to visit Duke in the fall of 1992 to teach Japanese Environmental Law and Dispute Resolution.



**Pamela B. Gann, Professor of Law**

B.A. 1970, University of North Carolina; J.D. 1973, Duke University. A native of Monroe, North Carolina, Professor Gann was articles editor of the *Duke Law Journal*. She practiced with private firms in Atlanta and Charlotte before returning to Duke to teach in 1975. She has also taught at Washington University and the Universities of Michigan, Virginia, Colorado, and San Diego. She is the coeditor of a 1989 casebook on corporate taxation. Her writing is primarily in the areas of taxation and international investment. In 1984, her work was supported by the Council on Foreign Relations, of which she is now a member. She began service as dean of the Law School in 1988.



**Claire M. Germain**, *Senior Lecturing Fellow, Comparative Law and Legal Research*

B.A. 1971, LL.B. 1974, University of Paris; M.C.L. 1975, Louisiana State University; M.L.L. 1977, University of Denver. A native of France, Ms. Germain has served as a research associate in French and German law at Louisiana State University, as a research assistant at the Organization for Economic Cooperation and Development in Paris, and as a guest librarian and research fellow at the Max-Planck Institute for Foreign and Private International Law in Hamburg, West Germany. At Duke since 1977, she is now the associate library director. She has published two books, *Guide to Foreign Legal Materials: French* (1985), and *Germain's Transnational Law Research: A Guide for Attorneys* (1991). She frequently writes on law librarianship and foreign and comparative law. She teaches legal research and a seminar in civil law.



**Martin P. Golding**, *Professor of Philosophy and Professor of Law*

B.A. 1949, M.A. 1952, University of California, Los Angeles; Ph.D. 1959, Columbia University. A native of New York City, Professor Golding taught at Columbia University from 1957 to 1970 and at the John Jay College of Criminal Justice of the City University of New York from 1970 to 1976 before coming to Duke in 1976 as professor and chairman of the Department of Philosophy, where he remains as professor. He has also taught at New York University, Bar-Ilan University in Israel, and the Universities of California (both Berkeley and Los Angeles), Southern California, and Colorado. His writing includes three books, *The Nature of Law* (1966), *Philosophy of Law* (1975; Japanese translation 1985; Chinese translation 1988), and *Legal Reasoning* (1984), and numerous articles on jurisprudence and ethics. Professor Golding was Senior Visiting Fulbright Lecturer in Australia and has been a fellow of the National Humanities Center.



**Paul H. Haagen**, *Professor of Law*

B.A. 1972, Haverford College; B.A. 1974, M.A. 1976, Oxford; M.A. 1976, Ph.D. 1986, Princeton; J.D. 1982, Yale. Professor Haagen was born in Lancaster, Pennsylvania and raised in Connecticut. After graduating from college, he studied history first at Oxford as a Rhodes Scholar, and later at Princeton, where he also taught. In law school, he was an editor of *Yale Studies in World Public Order* and editor-in-chief of the *Yale Law and Policy Review*. Since law school, he has clerked on the United States Court of Appeals and then practiced law in Philadelphia for two years before coming to Duke in 1985. His principal academic interests are legal history and international law. In July 1991, he began service as senior associate dean for academic affairs.





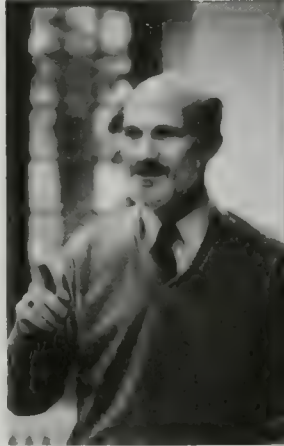
**Guy Haarscher, Adjunct Professor of Law**

J.D. 1971; Ph.D. 1977, Université Libre de Bruxelles. Professor Haarscher is a native of Brussels and has always lived and worked in that city. He is ordinary professor of philosophy and law and director of the Institute for Philosophy and the Center for the Philosophy of Law at his university. He is secretary general of the Chaim Perelman Foundation. He was a visiting fellow at the Australian National University for four months in 1982. He has lectured in various universities, particularly in the United States, and attended many congresses and symposia around the world. Professor Haarscher is the author of four books: *L'Ontologie de Marx* (1980), *Egalite et Politique* (1982), *Philosophie des Droits de l'Homme* (1987, 2d edition 1989), and *La Raison du plus Fort* (1988). He received the prize of the Belgian Academy in 1981 for his book on Marx and the prize of the French Speaking Community of Belgium in 1989 for his book on human rights. He has written many articles on topics related to political philosophy, philosophy of law and general contemporary philosophy. At Duke, he teaches a course on law and political philosophy in alternating years.



**Stanley Hauerwas, Professor of Divinity and Professor of Law**

B.A. 1962, Southwestern University; B.D. 1965, M.A., M.Phil., Ph.D. 1968, Yale University. Prior to coming to Duke Divinity School in 1984, Professor Hauerwas taught at Augustana College from 1968 to 1970 and at the University of Notre Dame from 1970 to 1984. While at Notre Dame he was a visiting professor at a number of other American universities. At Duke, Professor Hauerwas is a professor in the Divinity School. He began his association with the Law School in 1988. His primary research interests are in the field of ethics, and his most recent books are *Resident Aliens: Life in the Christian Colony* with William Willimon (1989), and *Naming the Silences: God, Medicine, and the Problem of Suffering* (1990).



**Clark C. Havighurst, William Neal Reynolds Professor of Law**

A.B. 1955, Princeton University; J.D. 1958, Northwestern University. Professor Havighurst is a native of Evanston, Illinois. He spent two years in military service, one year as a research associate at Duke, and three years in private law practice in New York City before beginning his teaching career at Duke in 1964. Professor Havighurst was for five years the editor of *Law and Contemporary Problems*. In addition to teaching antitrust law, he has a special academic interest in the field of health care law and in national health policy. His book, *Deregulating the Health Care Industry*, was published in 1982, and his casebook, *Health Care Law and Policy*, appeared in 1988. Professor Havighurst is director of the Law School's Program on Legal Issues in Health Care, and he has served as scholar in residence at, and is a member of, the Institute of Medicine of the National Academy of Sciences. He has also been a resident consultant to the Federal Trade Commission and to the law firm of Epstein, Becker & Green, both in Washington, D.C., and has been an adjunct scholar in law and health policy of the American Enterprise Institute. He has also taught at Stanford, Northwestern, Michigan, and William and Mary.



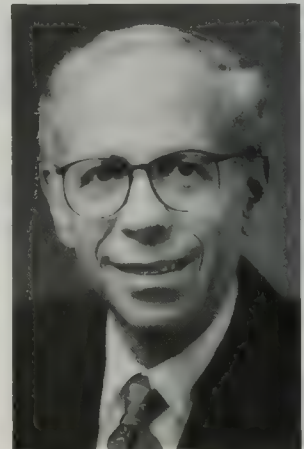
**Cynthia B. Herrup**, *Associate Professor of History and Associate Professor of Law*

B.S.J. 1972, Northwestern University; M.A. 1975, Loyola University (Chicago); Ph.D. 1982, Northwestern University. Professor Herrup is a native of Miami, Florida. Prior to coming to the Department of History at Duke in 1984, Professor Herrup taught for three years at the University of Michigan. From 1985 to 1988, she had a concurrent appointment at Duke Law School as lecturer in legal history, teaching courses in the history of English criminal law. Her 1985 essay, 'Law and Morality in Seventeenth-Century England' won the Walter D. Love prize of the North American Conference on British Studies. In 1987, Cambridge University Press published her book, *The Common Peace? Participation and the Criminal Law in Seventeenth-Century England*. In 1988, Professor Herrup was appointed associate professor of history and law in the Law School. She has held fellowships from the American Association of University Women, Fulbright-Hays, the National Endowment for the Humanities, and the John Simon Guggenheim Memorial Foundation. Her principal research interests are in the area of criminal law in preindustrial societies and the social and intellectual history of ideas of crime and punishment. She will continue to teach history of English criminal law.



**Donald L. Horowitz**, *Charles S. Murphy Professor of Law*

A.B. 1959, LL.B. 1961, Syracuse University; LL.M. 1962, M.A. 1965, Ph.D. 1967, Harvard University. A native of New York City, Professor Horowitz began his professional career as a judicial clerk in the United States District Court. With the exception of a stint as a government lawyer before joining Duke, he was primarily engaged in research at the Harvard University Center for International Affairs, the Council on Foreign Relations, the Brookings Institution, and the Smithsonian Institution. A recipient of a grant from the Guggenheim Foundation for work in ethnic relations, Professor Horowitz has published several books. Among them are *The Jurocracy*, a book about government lawyers, *The Courts and Social Policy*, for which he was awarded the Louis Brownlow Prize of the National Academy of Public Administration in 1977, and *Ethnic Groups in Conflict* (1985). Professor Horowitz came to Duke in 1981 and has served as a fellow of the National Humanities Center, a visiting fellow at Wolfson College, Cambridge, and a visiting professor at the University of Chicago Law School. His most recent book is *A Democratic South Africa? Constitutional Engineering in a Divided Society* (1991).



**David L. Lange**, *Professor of Law*

B.S. 1960, LL.B. 1964, University of Illinois. Professor Lange practiced law with a Chicago firm that included media enterprises among its clients. He has also had substantial professional experience in radio, television, cable, and motion picture production, and has served as a member of the Governing Committee of the ABA Forum on the Entertainment and Sports Industries. He joined the Duke law faculty in 1971, where he has since served as general editor of *Law and Contemporary Problems* and as chairman of the Center for the Study of Communications Policy. His principal academic interests lie in the areas of intellectual property, entertainment, and communications law. He is also of counsel to a law firm with an emphasis in these areas of practice.



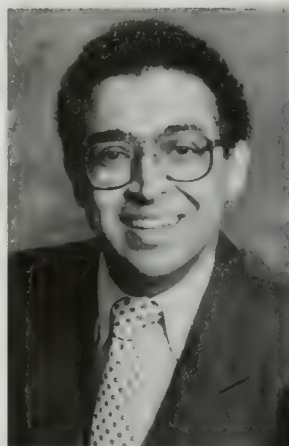
**William E. Leuchtenburg, *Adjunct Professor of Legal History***

B.A. 1943, Cornell University; M.A. 1944, Ph.D. 1951, Columbia University. Professor Leuchtenburg holds the Kenan Chair in History at the University of North Carolina and previously held the DeWitt Clinton Chair at Columbia. He has also taught at Smith, Harvard, New York University, and Oxford University, and previously at the Law School. He has been president of the Organization of American Historians and the Society of American Historians, and is currently president of the American Historical Association. His field is modern American history with emphasis on the Roosevelt era; his latest book is on the legacy of Franklin Roosevelt and its impact on American presidents from Truman to Reagan. He teaches in the area of constitutional history.



**Percy R. Luney, Jr., *Adjunct Professor of Law***

A.B. 1970, Hamilton College; J.D. 1974, Harvard University. Professor Luney devoted a year of study to economic geology in the sub-Sahara as a Thomas J. Watson Fellow and taught that subject for a year at Cornell after completing law school. He thereafter practiced law in the Department of the Interior and with a private firm practicing primarily in the land and resource development area. In 1980, he joined the law faculty of North Carolina Central University, where he has also served as assistant dean. He has been a fellow of the North Carolina Japan Center, and was a visiting scholar at the University of Tokyo in 1983, 1986 (as a Fulbright Scholar), and 1990. At Duke, he teaches in the area of Japanese law. He is a Fulbright Lecturer on the Kobe University Faculty of Law in 1991-92.



**Thomas B. Metzloff, *Associate Professor of Law***

B.A. 1976, Yale College; J.D. 1979, Harvard University. Professor Metzloff is a native of Buffalo, New York. He began his professional career with a judicial clerkship on the United States Court of Appeals, followed by a clerkship with the Supreme Court of the United States. He then practiced with a private firm in Atlanta before accepting a position at Duke in 1985. He teaches civil procedure and dispute resolution, as well as professional responsibility and a seminar on professional liability. He also serves as codirector of the Private Adjudication Center's Medical Malpractice Research Project, and as panel executive for the Dalkon Shield Arbitration Program.





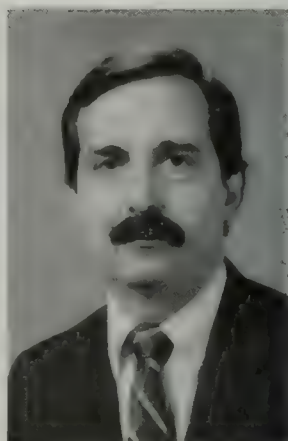
**Madeline Morris, Assistant Professor of Law**

B.A. 1986, J.D., 1989, Yale University. A native of New York, Professor Morris began her undergraduate education at the State University of New York at Stony Brook, transferring to Yale after two years. She commenced her legal career with a clerkship for Judge John Minor Wisdom of the United States Court of Appeals for the Fifth Circuit. Professor Morris joined the Duke faculty in 1990 and teaches criminal law, employment discrimination, and feminist legal theory.



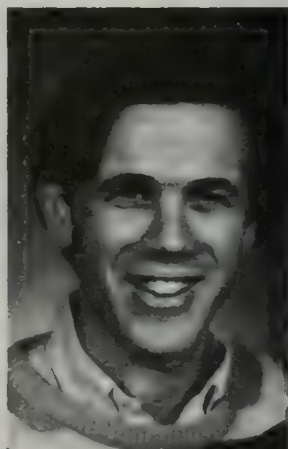
**Robert P. Mosteller, Professor of Law**

B.A. 1970, University of North Carolina at Chapel Hill; J.D. 1975, Yale University; M.P.P. 1975, Harvard University. Professor Mosteller is a native of Vale, North Carolina. After serving as a judicial clerk in the Fourth Circuit, he joined the District of Columbia Public Defender Service. During seven years with the Public Defender Service, he was director of training and chief of the trial division. Professor Mosteller came to Duke in 1983, and is the coauthor of a casebook, a problem book, and a treatise on evidence. He teaches evidence, criminal procedure, criminal litigation, and trial practice. From 1989-91 he served as senior associate dean for academic affairs.



**Jonathan K. Ocko, Adjunct Associate Professor of Legal History**

B.A. 1966, Trinity College; M.Phil. 1971, M.A. 1972, Ph.D. 1975, Yale University. A native of New York City, Professor Ocko taught at Clark University and Wellesley College before joining the faculty of North Carolina State University in 1977. During the academic year 1978-79, he studied law at Harvard University, where he also taught Asian law. His principal scholarly efforts have been in the field of Chinese history and law. His book, *Bureaucratic Reform in Provincial China*, was published in 1983. Since then, his publications have focused on Qing dynasty legal institutions and on family law in the People's Republic of China. In 1983, he was appointed to a part-time professorial position in the Law School.



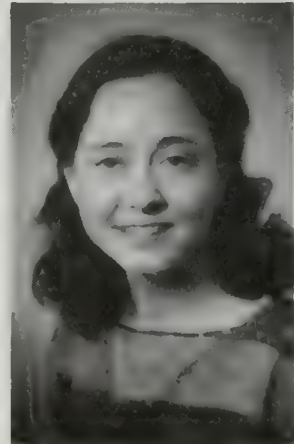
**H. Jefferson Powell, *Professor of Law and Divinity***

B.A. 1975, University of Wales; A.M. 1977, Duke University; M.Div. 1979, J.D. 1982, Yale University. A native of Burlington, North Carolina, Professor Powell clerked for the Honorable Sam J. Ervin III of the Fourth Circuit Court of Appeals. He began teaching at the University of Iowa in 1984 and in 1986-87 was a visiting associate professor at Yale. He returned to Duke in 1987 to complete his doctorate in theological ethics. In the fall of 1989, Professor Powell joined the permanent faculty of the Law and Divinity Schools. At the Law School, he teaches contracts, remedies, constitutional history, and a seminar on the theological dimensions of the law. He is on leave for the 1991-92 academic year, teaching at the University of North Carolina at Chapel Hill.



**Evelyn M. Pursley, *Lecturing Fellow***

B.A. 1973, M.L.S. 1975, University of Oklahoma; J.D. 1984, Duke University. A native of Oklahoma, Ms. Pursley served as a school teacher and university librarian in that state before entering law school. While at Duke she was executive editor of *Law and Contemporary Problems*. After graduating from law school, she served as a law clerk for the United States Court of Appeals. She returned to Duke in 1985 as an assistant dean, and now serves as associate dean for alumni affairs. She also teaches in the clinical program.



**William Arneill Reppy, Jr., *Professor of Law***

A.B. 1963, J.D. 1966, Stanford University. Professor Reppy is a native of Oxnard, California. He commenced his professional career with two judicial clerkships—one in the Supreme Court of California, followed by another in the Supreme Court of the United States. He then practiced law for three years with a private firm in Los Angeles, until joining the Duke law faculty in 1971. He has also taught at the Universities of California, Michigan, Washington, and North Carolina. His principal scholarly work is in the areas of marital property rights and conflict of laws. He is a frequent consultant to the California Law Revision Commission on community property and succession law. He does pro bono legal work for the humane and animal rights movements.



**Thomas D. Rowe, Jr., *Professor of Law***

B.A. 1964, Yale University; M.Phil. 1967, Oxford University; J.D. 1970, Harvard University. A native of Ann Arbor, Michigan, Professor Rowe achieved preeminent academic records both as an undergraduate and as a law student; in the interim, he was also a Rhodes Scholar. He commenced his professional career as a law clerk in the Supreme Court of the United States. He served for one and one-half years as assistant counsel to a subcommittee of the United States Senate and then practiced law with a private firm in Washington, D.C. He joined the Duke law faculty in 1975 and served as associate dean from 1981 to 1984. He has also taught at Georgetown and Michigan, and is a visiting professor at the University of Virginia in the fall of 1991. He has written in the fields of civil procedure, judicial remedies, and constitutional law.



**Christopher H. Schroeder, *Professor of Law***

B.A. 1968, Princeton University; M.Div. 1971, Yale University; J.D. 1974, University of California. Professor Schroeder is a native of Saginaw, Michigan. He served as editor-in-chief of the *California Law Review*. He practiced law with a San Francisco firm for two years before organizing a smaller firm in that city, where he engaged in environmental litigation in addition to a general litigation practice. He joined the Duke law faculty in 1979, and has also taught at UCLA and Boston University. He teaches in the fields of environmental law and property.



**Melvin G. Shimm, *Professor of Law***

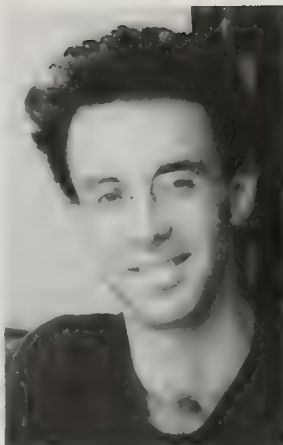
A.B. 1947, Columbia University; LL.B. 1950, Yale University. Professor Shimm is a native of New York City and served three years with the Army. He practiced law privately in New York City from 1950 to 1951 and as an attorney for the Wage Stabilization Board in Washington, D.C., from 1951 to 1952 before entering law teaching as a Bigelow Fellow at the University of Chicago from 1952 to 1953. He has been at Duke since 1953, serving as associate dean from 1978 to 1983. He has also taught at New York University and the Universities of Southern California, North Carolina, Michigan, and Texas. He has been heavily invested in the Law School's publication program, editing *Law and Contemporary Problems*, the *Journal of Legal Education*, and the American sections of the *Business Law Review* and the *Journal of Business Law*; and organizing and serving first as faculty editor and then as faculty adviser of the *Duke Law Journal*. He has also served as senior consultant with The Brookings Institution, as director of the Association of American Law Schools' Orientation Program in American Law, as director of the Duke University Institute in Transnational Law, and as a member of the North Carolina General Statutes Commission. His teaching interests lie primarily in the bankruptcy and commercial law areas.





**Martin J. Stone**, *Assistant Professor of Law and Assistant Professor of Philosophy*

B.A. 1982, Brandeis University; J.D. 1985, Yale University; B.Phil. 1988, Oxford University. Professor Stone began his undergraduate education at the University of California, Berkeley, transferring to Brandeis after two years. Following completion of his J.D. in 1985, Professor Stone was a Marshall Scholar at Balliol College, Oxford University where he completed the B.Phil. in philosophy in 1988. At Oxford his research interests centered on Wittgenstein, philosophical logic, and political philosophy. His teaching interests include tort law and philosophy of law.



**Gwynn T. Swinson**, *Senior Lecturing Fellow*

B.A. 1973, Antioch College; J.D. 1976, Antioch School of Law; LL.M. 1986, Duke University. A native of North Carolina, Ms. Swinson has had experience in representing the interests of the federal government in civil matters. Appointed assistant branch director, Commercial Litigation Branch, Civil Division, U.S. Department of Justice in 1980, she previously served as trial attorney for the department's commercial litigation and federal programs branches. In addition to her responsibilities as associate dean for admissions and student affairs, she teaches courses in trial practice and professional responsibility. She is active in the affairs of the Law School Admission Council and is a member of its Board of Trustees, and a member of the Board of Directors of Law School Admission Services. She is on leave at the Comparative Law Institute in Kyoto, Japan during the academic year 1991-92.



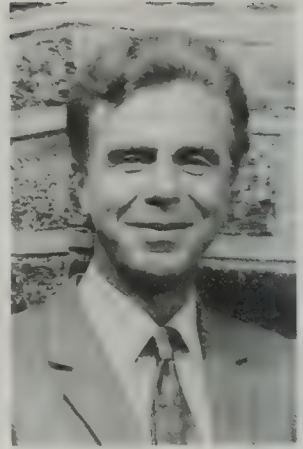
**Laura S. Underkuffler**, *Associate Professor of Law*

B.A. 1974, Carleton College; J.D. 1978, William Mitchell College of Law; LL.M. 1987, Yale Law School. A native of New Jersey, Professor Underkuffler began her legal career with a clerkship in the Eighth Circuit Court of Appeals. She practiced law for six years with a large Minneapolis litigation firm, where she was head of the appellate department from 1983-85. In 1983, she was appointed to the Advisory Committee for the Eighth Circuit Court of Appeals where she served until 1986. She was an attorney with the Minnesota State Public Defender's office for one year, before returning to Yale for graduate study in 1986. At Yale, she was assistant to the dean, research fellow, and tutor in law. She is currently completing her J.S.D. dissertation at Yale in the area of religion and the law. She joined the Duke faculty in 1990, where her teaching interests include property, evidence, and the administration of criminal justice.



**William W. Van Alstyne, William R. Perkins and Thomas C. Perkins**  
*Professor of Law*

B.A. 1955, University of Southern California; J.D. 1958, Stanford University; LL.D. (Hon.) 1976, Wake Forest University; LL.D. (Hon.) 1979, College of William and Mary. A native of California, Professor Van Alstyne was professionally employed first by the California Department of Justice and then by the United States Department of Justice. He began his teaching career at Ohio State University in 1959, coming to Duke in 1965. He has taught at a number of other law schools, including Stanford, the University of California (at Berkeley and at Los Angeles), the Universities of Chicago, Illinois, and Pennsylvania, and in Europe, China, and Latin America. He studied at the Hague Academy of International Law in 1961 and was a senior fellow at Yale in 1964-65. He has been especially active in the American Association of University Professors, serving as president in 1975-76. He is known for his writing and his speaking on the subject of constitutional law, appearing regularly in House and Senate proceedings and in briefs for the U.S. Supreme Court.



**Neil Vidmar, Professor of Social Science and Law**

A.B. 1962, MacMurray College; M.A. 1965, Ph.D. 1967, University of Illinois. Professor Vidmar was raised and educated in Illinois, but moved to Canada in 1967, after completing his graduate work. He taught in the Department of Psychology and the School of Law at the University of Western Ontario until joining the Duke Law faculty in 1989. He has also been engaged in research or teaching during leaves at Yale Law School, the Battelle Seattle Research Center, and Osgoode Hall Law School. Although his early career was devoted to social psychology, a transition to the interdisciplinary field of social science and law began in 1971. He is a former trustee and treasurer of the Law and Society Association. He has served on the editorial boards of several publications and as a consultant to a number of legal, scientific, and government organizations in the United States and Canada. Professor Vidmar is the coauthor of *Judging the Jury* (1986) and has written articles dealing with both the civil and criminal justice system. He offers instruction in social science evidence in law, the psychology of the litigation process and negotiation. He is vice president for research of the Private Adjudication Center.



**John C. Weistart, Professor of Law**

A.B. 1965, Illinois Wesleyan University; J.D. 1968, Duke University; LL.D. (Hon.) 1981, Illinois Wesleyan University. Professor Weistart was editor-in-chief of the *Duke Law Journal*. He served for a year as a judicial clerk on the Supreme Court of Illinois before joining the Duke law faculty in 1969. He served for three years as editor of *Law and Contemporary Problems* and as American editor of the *Journal of Business Law*, and is a member of the American Law Institute. He has also taught at the Universities of California at Los Angeles, Virginia, Harvard, and Michigan. He is known for his writing in the field of commercial law, and has served as a consultant to the Federal Trade Commission and the Federal Reserve Board. He is also a frequent commentator on issues in the athletics industry.



## Visiting Faculty

Adeno Addis, *Visiting Professor of Law (Tulane University)*  
Gunther F. Handl, *Visiting Professor of Law (Wayne State University)*  
Benedict W. Kingsbury, *Visiting Associate Professor of Law (Exeter College, Oxford University)*  
Lewis A. Kornhauser, *Visiting Professor of Law (New York University)*  
Linda A. Malone, *Visiting Professor of Law (Marshall-Wythe School of Law, College of William & Mary)*  
Rodney A. Smolla, *Visiting Professor of Law (Marshall-Wythe School of Law, College of William & Mary)*

## Extended Faculty

Charles L. Becton, *Senior Lecturing Fellow*  
Donald H. Beskind, *Senior Lecturing Fellow*  
Margaret M. Collins, *Lecturing Fellow*  
Jennifer M. Dibble, *Lecturing Fellow*  
David M. Ebel, *Senior Lecturing Fellow*  
Meade Emory, *Senior Lecturing Fellow*  
Sam J. Ervin III, *Senior Lecturing Fellow*  
Donald M. Etheridge, Jr., *Senior Lecturing Fellow*  
Daniel M. Friedman, *Senior Lecturing Fellow*  
James C. Fuller, Jr., *Senior Lecturing Fellow*  
Robert B. Glenn, Jr., *Senior Lecturing Fellow*  
Theresa A. Newman Glover, *Lecturing Fellow*  
Kazimierz Grzybowski, *Professor of Law (Emeritus)*  
Kenneth J. Hirsh, *Lecturing Fellow*  
F. William Hutchinson, *Senior Lecturing Fellow*  
Sally C. Johnson, *Senior Lecturing Fellow*  
Sandra L. Johnson, *Senior Lecturing Fellow*  
Brenda C. Kinney, *Senior Lecturing Fellow*  
Elizabeth F. Kuniholm, *Senior Lecturing Fellow*  
Frederick Lambert, *Senior Lecturing Fellow*  
Arthur Larson, *James B. Duke Professor of Law (Emeritus)*  
Thomas K. Maher, *Senior Lecturing Fellow*  
Richard C. Maxwell, *Harry R. Chadwick, Sr., Professor of Law (Emeritus)*  
Carolyn McAllaster, *Senior Lecturing Fellow*  
John T. Noonan, Jr., *Senior Lecturing Fellow*  
James L. Oakes, *Senior Lecturing Fellow*  
J. Dickson Phillips, Jr., *Senior Lecturing Fellow*  
H. B. Robertson, Jr., *Professor of Law (Emeritus)*  
David S. Rudolf, *Senior Lecturing Fellow*  
Mary M. Schroeder, *Senior Lecturing Fellow*  
Nancy R. Shaw, *Senior Lecturing Fellow*  
Allen G. Siegel, *Senior Lecturing Fellow*  
Janet Sinder, *Lecturing Fellow*  
Bertel M. Sparks, *Professor of Law (Emeritus)*  
Carol Spruill, *Senior Lecturing Fellow*  
Deanell R. Tacha, *Senior Lecturing Fellow*



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## *Admissions*



The admissions process for the typical law school applicant is at best onerous. The Law School is aware of the difficulties and uncertainties faced by applicants, and strives to treat each applicant with fairness and candor. The following description of the admissions process at Duke is presented with that object in mind.

## **Admissions Standards**

At Duke, as at many law schools, the three most important criteria, in the order of their importance, are the Law School Admission Test (LSAT) score, the undergraduate grade point average (GPA), and the undergraduate institution attended.

Although reliance on purely academic criteria is appropriate in making some decisions, particularly those involving candidates either clearly admissible or clearly inadmissible, the majority of applications fall between these extremes. For these applications, Duke will give careful consideration to more subjective factors such as proven capacity for leadership, dedication to community service, excellence in a particular field, motivation, graduate study in another discipline, work experience, extracurricular activities, and personal and character information provided in letters of recommendation. Also, in interpreting the applicant's GPA, it is often necessary to make judgments regarding the strength of the course of study pursued and the significance of class rank or the progression of grades.

Although no quotas of any kind are employed in the admissions process, the Law School does make a conscious effort to achieve a broad diversity in each entering class in terms of general background, geography, and undergraduate institutions represented. An individual student may be selected not only for his or her marked potential for academic success, but also because application materials indicate that he or she can bring to Duke unique personal qualities or talents that will enhance the overall character of the entering class.

Duke has a faculty-initiated affirmative action plan for minority admissions, and special care is taken in evaluating applications from members of minority groups who traditionally have not been well represented in the legal profession. On occasion, special consideration may be given to North Carolina residents and children of alumni of the Law School who are qualified to do acceptable work. Female applicants are evaluated according to the same standards as male applicants, and applications from women are encouraged.

An applicant who has been graduated from an accredited college, or one who will have been graduated from an accredited college during his or her course of study at the Law School, may be admitted as a candidate for the degree of Juris Doctor (J.D.). On rare

occasions, an exceptionally qualified applicant may be admitted as a candidate for the degree of Bachelor of Laws (LL.B.).

## Admission Procedures: J.D. Program

The Admissions Committee receives its authority by delegation from the law faculty and reports to the law faculty. The committee, composed of four law professors and three law students, decides policy questions arising in the admissions process. Student members of the committee, however, do not review individual files. All individual applications are reviewed by the associate dean and the director responsible for admissions.

Each applicant is responsible for collecting and submitting, together with the school's application for admission, the following documents:

1. Completed application form obtained from Admissions Processing, Duke Law School, 3101 Petty Road, Suite 207, Durham, North Carolina 27707. Telephone (919) 489-0556. A recent photograph should be attached to the application.
2. The Law School Application Matching Form which is issued to each applicant taking the Law School Admission Test.
3. Three completed reference forms, one of which should be written by an appropriate academic dean at the undergraduate school last attended. A statement of the applicant's rank in class will be helpful. It is suggested that the other reference forms be written by professors who have personal knowledge of the academic performance and potential of the applicant. References compiled and submitted by an established Career Planning and Placement Office at the applicant's undergraduate school will be accepted. Although academic references are preferred, applicants who have been out of school for some time may substitute letters from employers or others who are well acquainted with their personal traits and intellectual potential. These references must be returned in sealed envelopes which are provided with the application form.
4. A nonrefundable processing fee of \$60. This application fee is not waivable except in cases of documented extreme personal hardship.
5. Financial aid forms. All applicants are required to return these forms; those not wishing to be considered for aid may so indicate.

Applicants are strongly urged to take the Law School Admission Test (LSAT) no later than December. Registration forms and information should be procured by writing directly to Law School Admission Services (LSAS), Box 2000, Newtown, Pennsylvania 18940. Applicants who are handicapped should contact LSAS directly for information concerning special accommodations for taking the LSAT. Duke does not automatically waive the LSAT for applicants with special needs.

Applicants must arrange for the submission of transcripts from all undergraduate and graduate schools attended to the Law School Data Assembly Service (LSDAS), Box 2000, Newtown, Pennsylvania 18940.

Duke has no formal deadline for the submission of applications. However, applicants to the first year class may disadvantage themselves by submitting their applications later than January 15. Review of completed applications begins in December and continues until the class is filled.

Personal interviews on campus are generally not considered in making admissions decisions and, therefore, are not required. It is Duke's assumption that the usual purpose for an interview is to provide the applicant with information about the school. Interviews may be arranged, however, if there are special circumstances that cannot be adequately described in writing or by telephone.

Each applicant extended an offer of admission will be given a reasonable amount of time to respond. Written offers of admission will be sent to admitted candidates



specifying the amount of deposit and other conditions required to hold a place in the class. Only in rare cases will offers be extended prior to January 15. A waiting list is established in late spring and held open until the registration date. Offers are extended to applicants on the waiting list as withdrawals occur.

Admission to the Law School is conditional upon receipt of a final official transcript of all undergraduate and graduate work undertaken by the candidate.

## **Admission Procedures: Summer Joint Degree Programs**

Procedures for admission to the summer joint degree programs are no different from those established for the regular J.D. program commencing in the fall semester. Applicants should indicate on the application form that they are applying to the summer program and designate either the LL.M. program offered by the Law School, or the Graduate School department in which they wish to pursue the A.M. Applicants to the LL.M. program are selected by the Law School Admissions Committee. The selection process for A.M. applicants is bifurcated. Upon a favorable decision by the Law School Admissions Committee, the A.M. applicant's file will be forwarded to the appropriate Graduate School department for review. Applicants must be formally admitted to the A.M. program by the Graduate School.

Students must elect whether they wish to be considered for entrance in the summer or fall, and may not be considered concurrently for admission to both programs. A student wishing to change that election may do so prior to receipt of a final admission decision without payment of an additional processing fee. However, the Admissions Committee will treat the application to the alternate program as newly completed; thus a late change in election may prejudice the applicant's chance for admission. This policy reflects our need for a firm commitment from applicants regarding which program they wish to enter so that we may deal fairly with all applicants competing for a limited number of spaces in each class. Although applicant pools may change from year to year, our experience has been that competition for spaces is approximately equal for the two programs.

## **Other Joint Degree Programs**

Applicants for any of the other joint degree programs offered by the Duke Law School are considered for admission to both schools on the same basis as those applicants who are applying for the individual programs. The admission decision of one school has no bearing on the admission decision of the other school. If accepted for admission by both schools, the applicant is automatically eligible to participate in the established joint degree program. Students planning to participate in such programs should notify the Law School immediately upon their admission.

## **Master of Legal Studies**

Admission to this degree program is limited to persons who have achieved distinction in law-related professional work or who are pursuing law-related graduate degrees in other fields. Application to the program proceeds in exactly the same manner as for the J.D. program, with the single exception that the LSAT is not required of applicants who have taken the Graduate Record Examination in their primary field of study. Applicants who wish to substitute the GRE score should have an official report sent to the Admissions Office.

## **Reactivating Admissions Files**

If an applicant has applied for admission in a previous year and was not extended an offer of admission or chose not to enter during that academic year, he or she may request that the file be reactivated for consideration by the Admissions Committee. The

applicant should update his or her personal statement at that time. A nonrefundable fee of \$60 is charged for processing the application, and a check or money order for this amount must accompany the request for reactivation of the file. The applicant will not be required to reregister with the Law School Data Assembly Service (LSDAS) unless he or she retakes the LSAT after initially applying to the Law School. An updated transcript will be required to document academic work completed but not reflected on the last LSDAS report received by Duke. Application files are retained for three years.

## **Transfer Policy**

In order to be considered for admission to Duke, a transfer applicant must present evidence of the satisfactory completion of one year of study at any law school that is a member of the Association of American Law Schools, and be eligible for readmission to that school. To be given serious consideration for admission, an applicant should rank at least in the top third of the class. Two academic years of law study must be completed at Duke.

The following items are required to complete a transfer applicant's admission file:

1. A nonrefundable processing fee of \$60;
2. Letter of certification from the dean of the law school attended;
3. References from two law professors who have personal knowledge of the academic performance and potential of the applicant;
4. Certified transcript of all grades earned in the first year of law school;
5. A copy of undergraduate transcript and LSDAS report.

Ordinarily, it should not be expected that action will be taken upon transfer applications before July. Spring semester grades must be received before decisions can be made.

## **Graduate Study in Law**

Admission to Duke to pursue law study beyond the basic professional degree is generally limited to J.D./LL.M. candidates and international students. For information about application to the graduate study program, see the description of admission procedures for the summer joint degree program or the section on international students.

## **University and Law School Rules**

Students are subject to the rules and regulations of the University and the Law School that are currently in effect, or those that in the future may be promulgated by the appropriate authorities of the University. A copy of the Law School Rules is available for review in the Law School Library. Every student, in accepting admission, indicates a willingness to subscribe to and be governed by these rules and regulations. The student also acknowledges the right of the University to take such disciplinary action, including suspension and/or expulsion, as may be appropriate, for failure to abide by these rules and regulations of academic misconduct, or for other conduct adjudged unsatisfactory or detrimental to the University.

Duke University is a drug-free work place as defined by federal regulations.





*Financial Information*



The cost of providing a legal education of the quality offered by Duke is high and has been steadily increasing. An annual report of the Law School explains in moderate detail what those costs are, and how they are met; a copy is available on request. As the report reveals, the Law School is substantially subvented by the University from its endowment sources. In addition, the Law School has some resources of its own, including generous annual giving support from its alumni. Nevertheless, the bulk of the cost of the program must be borne by the students who receive it.

## Tuition

**J.D., LL.B., and M.L.S. Candidates.** For the academic year 1991-92, entering students in the J.D. program, transfer students, and candidates for the M.L.S. degree will pay a full year's tuition of \$16,400. Students pursuing the J.D./A.M. or the J.D./LL.M. in the summer entering program will pay an additional \$5,475 in tuition for the summer term.

Subsequent years of study toward the J.D. program will be billed at the current tuition rate. In recent years, that rate has been significantly increased each year. Students in joint degree programs will be billed tuition at rates appropriate to their particular programs.

Entering students must pay their fall tuition in full two weeks before the first day of class and will receive no refund in the event of withdrawal after classes begin. The reason for this policy is to discourage tentative enrollment which may have the effect of depriving another student of the opportunity to enroll. After the first semester, students who withdraw may be entitled to a substantial refund in accordance with University policy.

**Graduate Degree Candidates.** Students pursuing the LL.M. degree will pay tuition of \$16,400 in 1991-92 for their single year of instruction. S.J.D. candidates must enroll for two years; tuition for the S.J.D. program for 1991-92 is set at \$16,400.

## Other Fees

**Late Registration Fee.** Students who register in any semester at a date later than that prescribed are required to pay a \$25 penalty.

**Student Health Fee.** A student health fee of \$276 (\$138 per semester) is charged to all Duke University students. Optional health insurance is available at a cost of \$350 for a single student, \$1,200 for married student coverage. These figures are approximations.

**Absentia Fee.** Students spending part or all of their final year of law school at another law school shall be charged an *in absentia* fee for the semester or semesters "visiting" at another law school. The fee is the greater of (1) ten percent of Duke Law School tuition or (2) the amount that Duke Law School tuition exceeds the tuition at the "visited" school. The fee shall not exceed two-thirds of Duke Law School tuition.

**Athletic Events Fee.** Law students may secure admission to all regularly scheduled University athletic contests, with the exception of soccer and basketball, held on University grounds during the entire academic year free of charge. The fee for basketball and soccer is payable in the fall semester. Students may also use the facilities of the Duke golf course upon payment of student green fees.

**Duke Bar Association Fee.** A \$37 fee each semester is due and payable not later than the day of registration for a particular semester. This fee is utilized exclusively to support the activities of the student bar association.

**Parking Fee.** Students wishing to drive to the campus must register a car for the Law School's parking lots at an annual fee of \$55 (ungated lot) or \$130 (gated lot—access determined by a lottery).

## General Expenses

Applicants should be aware that the following general expense estimate was compiled in the spring of 1991, and for future years appropriate revisions may be necessary to reflect inflationary increases. The best estimate of total living costs for a nine-month academic year excluding tuition and fees is approximately \$9,800 for a single student. Included in the above cost-of-living estimate are current expense levels for lodging, board, books (approximately \$850 if purchased new), supplies, transportation, and personal effects. Applicants for scholarships and loans should be aware that their proposed budget figures cannot exceed the above amount.

## University Policies for Payment of Accounts

**Payment of Accounts for Fall and Spring.** The Office of the Bursar issues invoices to registered students for tuition, fees, and other charges approximately four to six weeks prior to the beginning of classes each semester. The total amount due on the invoice is payable by the invoice due date which is normally two weeks prior to the beginning of classes. As part of the admission agreement to Duke University, a student is required to pay all invoices as presented. No deferred payment plans are available. If full payment is not received, a late payment charge as described below will be assessed on the next invoice and certain restrictions as stated below will be applied. Failure to receive an invoice does not warrant exemption from the payment of tuition and fees nor from the penalties and restrictions.

**Penalty Charge.** If the total amount due on an invoice is not received by the invoice due date, a penalty charge will be assessed from the billing date to the due date of that invoice. The penalty will be assessed on the subsequent invoice at an annual rate of 16 percent applied to the past due balance on that invoice. The past due balance is defined as the previous balance less any credits received and any payments received on or before the due date and also any student loan memo credits, related to the previous balance, which appear on the invoice.

**Restrictions.** An individual will be in default if the total amount due on the student invoice is not paid in full by the invoice due date. An individual who is in default will not be allowed to register for classes, receive a copy of the academic transcript, have academic credits certified, be granted a leave of absence, or receive a diploma at graduation. In addition, an individual in default will be withdrawn.



**Tuition Refunds.** Tuition refunds are governed by the following policy:

1. In the event of death or a call to active duty in the armed services, a full tuition refund is granted.
2. If a first-year student withdraws after the tuition due date for the summer or fall term, up to 50 percent of tuition may be nonrefundable, if the Law School is unable to enroll another qualified applicant because of the student's late withdrawal. First-year students who withdraw after the beginning of classes for the summer or fall term are ineligible for any tuition refund.
3. In all other cases of withdrawal, students or their parents may elect to have tuition charges refunded or carried forward as a credit for later study according to the following schedule:
  - a. withdrawal before the beginning of classes-full refund;
  - b. withdrawal during the first or second week-80 percent;
  - c. withdrawal during the third through fifth week-60 percent;
  - d. withdrawal during the sixth week-20 percent
  - e. withdrawal after the sixth week-no refund; but
  - f. tuition charges paid from grants or loans will be restored to those funds and will not be refunded or carried forward.

## Scholarship Assistance

Professional education is expensive. Unfortunately, the Law School must rely upon students to bear the primary burden of this cost, with such help as they may receive from families, governments, or other organizations. The Law School, however, does provide a number of substantial scholarships to entering students.

Scholarship awards are generally made in the form of a contract committing the school to a total grant to be disbursed over the student's first five semesters of Law School. This schedule makes more money available early, when it is most needed, since summer savings and permanent job prospects lessen the financial burdens of most students in the third year.

Students seeking scholarship assistance should file a financial aid application at the same time they apply for admission. Most awards are made just following the admission decision, so that applicants may receive the earliest possible notice of the extent of scholarship support available. The fact that a student has applied for financial aid will not affect the decision on the application for admission.

**Need Awards.** The Law School also provides a number of scholarships that are intended primarily to aid those students who are most in need of financial assistance. In order to qualify for assistance of this kind, students must have a report prepared for the Law School by the Graduate and Professional School Financial Aid Service (GAPSFAS) or the single file form prepared by USA Funds. Contact GAPSFAS at P. O. Box 23900, Oakland, CA 94623-0900, or USA Funds at P. O. Box 6181, Indianapolis, IN 46206-6181 for need forms to complete. In order to insure that full consideration of financial need is possible at the time when most of our scholarship funds are awarded, such students are also required to provide accurate information regarding family income and other relevant circumstances on the Duke financial aid application. Inclusion of parental information on the Duke form is mandatory, regardless of whether the student is technically considered "dependent" under federal guidelines. The Law School fully recognizes that many students are independent of their families for all purposes, but in choosing among competing student needs, those that cannot be met by parents will be accorded priority.

**Merit Awards.** The Law School competes for students with several fine institutions which enjoy longer traditions of excellence. In order to assure each entering class that it



will have a solid core of outstanding members who are admissible to any law school, many awards are made each year based primarily on merit. Merit, for this purpose, is usually defined as extraordinary academic promise manifested by grades and test scores which are substantially above the class medians. But the criteria for merit awards also include extraordinary achievement or unusual experience or background. It is not to be supposed that persons receiving such awards are more meritorious, in the broadest sense of that word, than many other entering students whose admissions credentials may seem a bit less unusual. Indeed, many students who do not receive merit awards will prove to be more deserving of praise as law students. But, it is believed, all students at the school are benefited by the solid assurance given that Duke law students as a group are among the ablest to be found anywhere.

While financial circumstance is a factor in awarding many of these scholarships, the primary purpose of these awards is to assure the quality of the entering class. Students receiving such awards are generally those who reasonably can be expected to make significant contributions to the community, by reason of their exceptional academic promise, extraordinary achievements, and valuable experience or background.

**Specially Funded Scholarships.** Many of the Law School's scholarships are funded from general endowment and other Law School revenues. However, some scholarship candidates are selected each year for support from one of several specially endowed scholarship funds. The criteria for these named awards vary; all students applying for aid will be considered for any special scholarships for which they may be eligible.

*James A. Bell Scholarships* were established by the Bell family in honor of a federal judge.

*Neill Blue Memorial Scholarships* were established in memory of a law student who suffered a tragic death in 1971.

*Dunspaugh-Dalton Foundation Scholarships* were established by a Miami foundation.

*Jenny Ferrara Scholarships* were established by Vincent L. Sgroso of the Class of 1962, in honor of his grandmother.

The *Hunton and Williams Scholarship* was established by the law firm of Hunton & Williams through its Raleigh, North Carolina office.

The *Jack M. Knight Memorial Fund* was established by a group of partners at the Charlotte, North Carolina law firm of Robinson, Bradshaw & Hinson, in honor of a 1971 law alumnus.

*Elvin R. Latty Scholarships* were established by alumni and friends in honor of a former dean of the Law School.

The *Raphael Lemkin Scholarship Fund* was established by an anonymous donor to honor the memory of Raphael Lemkin, who taught international law at Duke in the early 1940s and whose scholarship and advocacy inspired the United Nations in 1948 to adopt the Genocide Convention.

The *Miller and Chevalier Charitable Foundation Scholarship* was established by a Washington, DC law firm.

The *Robert Netherland Miller Scholarship* was established by a Duke law alumnus in honor of a founding partner of the Washington, DC law firm of Miller and Chevalier.

*Richard M. Nixon Scholarships* were established by the Class of 1937 to honor their classmate, the former President of the United States.

The *John M. Olin Fellowship* was established through a grant from the John M. Olin Foundation to support interdisciplinary scholarship in law and economics.

*John R. Parkinson Scholarships* were established by the Parkinson family.

*South Carolina Law Alumni Scholarships* were established by South Carolina alumni.

*Anna Peirce Stafford Scholarships* were established in honor of members of the family.

The *Robert William and Robert Wheaton Walter Scholarships* were established by Robert William Walter of the Class of 1981, in honor of his father, Robert Wheaton Walter of the Class of 1948.



*Bunyon S. Womble Scholarships* were established by the Womble family in honor of the founder of a North Carolina law firm.

**Upperclass Awards.** The great majority of available scholarship funds are allocated to entering students and to students continuing under a scholarship contract awarded at the time of admission. Thus, very little funding is available to supplement contractual awards, even in cases of high need. However, the Law School is able to offer a very limited number of awards to upperclass students who demonstrate substantial need that cannot be met through other sources. Such awards are made for one year only, and carry no right of continuation; all students who apply for aid each academic year are automatically considered for these scholarships, some of which are dependent on the student's performance in Law School. In addition to such general endowment funds as may be available from year to year, funding for upperclass awards also comes from the following sources:

The *Estate Planning Conference Scholarship* was endowed by the Estate Planning Council of Duke University. It is awarded to a third-year law student with a particular interest in estate planning.

*David H. Siegel Scholarships* were established by Allen G. Siegel of the Class of 1960, in memory of his father.

## Loan Assistance

Students who need loan funds to help finance their legal education must also submit a financial aid application at the time admission is sought. When applicants receive an offer of admission they will generally know the amount of scholarship assistance available and will be given a very tentative commitment of loan funds. However, a final determination of loan eligibility is generally not made until late spring or early summer after financial information is complete. Students requiring an earlier estimation of loan availability should consult directly with the Law School's Financial Aid Office.

Incoming students applying for loans administered or certified by Duke University must participate in the Graduate and Professional School Financial Aid Service (GAPSFAS) or the single file form prepared by USA Funds. Information and application material need reports may be obtained by writing to GAPSFAS at P.O. Box 23900, Oakland, CA 94623-0900 or USA Funds at P.O. Box 6181, Indianapolis, IN 46206-6181. Forms for the next academic year are generally available in January, and should be completed and returned as soon as possible; six to eight weeks must be allowed for processing. Need reports should be received by the Law School no later than May 1 to avoid disadvantaging the student. Additional documentation, including notarized income tax returns for the student and his or her parents, will be required at a later date.

At this time the following loan sources are either administered by Duke University or are available to Duke law students. Approval of applications for these loans is based on financial need and satisfactory scholastic standing. Students must maintain a minimum grade point average as specified in the Law School rules.

**Perkins Loan Fund (formerly the NDSL Program).** Loans are available to full-time Duke law students in good standing through the Perkins Fund, assuming the continuation of appropriations by Congress for this purpose. Duke administers all Perkins Funds allocated to it under strict guidelines dealing with such issues as the amount of parental income, reasonableness of budgets, complete disclosure of assets, and emancipation within the meaning of the applicable federal regulations. A need report is required to determine Perkins Fund eligibility.

**Stafford Student Loans-SSL (formerly Federally Insured Student Loan Program-FISL/GSL).** At this writing, the program allows a full-time student in good standing with demonstrated need according to the need report to borrow up to \$7,500 per year. Interest on these loans will be paid by the government while the student is in school.

**Other Loan Programs.** The Law School participates in other non-need based loan programs. Applications are available upon written request from the Law School's Financial Aid Office.

## **Work Study**

The Law School also receives a limited amount of federal work-study funds each year. The school does not recommend that first-year students work, so these funds are reserved for second- and third-year students. Positions using work-study funding are available each summer at the Law School. Students must acquire these jobs on their own, then seek funding early in the spring from the Financial Aid Office. Academic year work-study is automatically allocated to second- and third-year students as a part of the student's aid package if funds are available. A need report is required to determine eligibility for work-study funds.

## **Loan Repayment Assistance Program**

In May 1988 the Duke Law School faculty approved a program under which the school will assist students who accept low-paying public interest employment following graduation to repay the loans they undertook to support their Law School education. The faculty took this action in recognition of the financial burden that large educational loans imposed on new graduates. In order to repay these loans many students who would otherwise be inclined to accept relatively low-paying public interest employment feel compelled to take higher paying positions with private law firms. The faculty's action was an attempt to ameliorate the hardship imposed on graduates taking such public interest jobs and as a response to the school's obligation to support public interest service by its graduates. Further information on this program is available from the Dean's Office.

## **Visiting Students**

All financial assistance for visiting students at Duke Law School must be processed through the institution from which the student will receive his or her degree.

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## *Scholastic Standards*





# Grading

Most courses are generally available only on a graded basis. Independent research, ad hoc seminars and occasionally some other courses may be designated for credit/fail grading by action of the faculty. If a student has previously taken or audited a course for at least an eight-week period, or in other special circumstances, credit/fail grading may be required or authorized in an individual case at the discretion of the instructor and the dean. Grades received in courses taken in other divisions of the university or courses transferred from other law schools are made part of the student's permanent record, but are not included in the Law School grade point average unless the student receives a failing grade.

# Grading Scale and Distribution

Courses, except those graded on a credit/fail basis, are evaluated and recorded in numerical terms according to the following scale.

Numerical Scale	Percentage of Class
4.1 - 4.5	0 - 5%
3.6 - 4.0	10-20%
3.1 - 3.5	30-40%
2.6 - 3.0	25-35%
2.1 - 2.5	5-15%
1.6 - 2.0	0-10%
1.1 - 1.5	0 - 5%

For large sections (40 or more students), the grade distribution approximates that shown in the right-hand column, with a median grade of 3.1. Grades below 1.6 are failing.

The Law School uses a slightly modified form of the familiar 4.0 grading system. No official labels, such as specific Honors, High Pass, or A, B, C, etc., are attached to specific points or ranges of grades within our system. As at a number of other major law schools, exceptional performance may be indicated by a grade of 4.1 to 4.5, and grades above 4.0 are roughly the equivalent of an A+ in other systems.

# Other Standards and Rules

Like all academic institutions, the Law School is governed by scholastic standards and rules promulgated by the faculty, which cover such matters as academic misconduct, eligibility to continue the study of law, academic probation, minimum and maximum course loads, examinations, and registration procedures. A complete copy of these rules is available for review in the Law School library.

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## *Curriculum*



## First-Year Curriculum

### MAJOR COURSES

**110. Civil Procedure.** A consideration of the basic problems of civil procedure designed to acquaint students with the fundamental stages and concerns of litigation, e.g., jurisdiction, pleading, discovery, trial, choice of law, and multiparty actions. In addition, this course will highlight a number of specialized topics including the role of juries in deciding civil disputes, the ethical responsibilities of the litigation attorney, and the development of alternative dispute resolution systems. At several points, this course will focus on an analysis of the procedural system's operations as revealed through empirical studies. *Metzloff or Carrington*

**120. Constitutional Law.** An examination of the distribution of and limitations upon governmental authority under the Constitution of the United States. Included are study of the doctrine of judicial review of legislative and executive action, the powers of Congress and the president, the limitations on state governmental powers resulting from the existence or exercise of congressional power, and judicial protection against the exercise of governmental power in violation of rights, liberties, privileges, or immunities conferred by the Constitution. *Dellinger, Smolla, or Van Alstyne*

**130. Contracts.** The formation and legal operations of contracts, their assignment, their significance to third parties, and their relationship to restitution and commercial law developments; the variety, scope, and limitations on remedies; and the policies, jurisprudence, and historical development of promissory liability. *Bartlett, Haagen, or Weistart*

**140. Criminal Law.** An introductory study of the law of crimes and the administration of criminal justice, including analysis of the criminal act and the mental element in crime, consideration of specific offenses as defined by statute and the common law, and discussion of typical defenses in relation to specific crimes. One of the purposes of this course is to introduce the students to the nature of social control mechanisms and the role of law in a civilized society. *Beale, Coleman, Everett, or Morris*

**160. Property.** A study of the basic concepts of real property law and conveyancing, including historical background; estates in land, including the fee simple, the fee tail with its statutory substitutes, the life estate, the estate for years, and other nonfreeholds; concurrent ownership; types of future interests; conveyances before and after the Statute of Uses; landlord and tenant; the modern deed-kinds, delivery, description, title



covenants, and agreements running with the land at law and in equity; easements; and recording and title registration. *Maxwell, Reppy, or Underkuffler*

**170. Torts.** An analysis of liability for personal injuries and injuries to property. The law of negligence occupies a central place in the course content, but this course also considers other aspects of tort liability such as strict liability, liability of producers and sellers of products, nuisance, liability for defamation and invasion of privacy, and commercial torts. The subjects of causation, damages, insurance (including automobile no-fault compensation systems), and workmen's compensation are also included. *Addis, Culp, or Lange*

## MINOR COURSES

**150. Professional Advocacy.** One-week intensive course in professional responsibility. 1 s.h. *Staff*

**190. Legal Writing and Advocacy.** Following instruction in legal research, students write three or five papers (from client letters to formal appellate briefs) under tutorial supervision of a faculty member; at least one brief is argued orally. *Bartlett, Coleman, Culp, Everett, Lange, Morris, Reppy, Underkuffler, or Van Alstyne*

**198. Legal Institutions.** A comparative study of legal institutions as they have developed in various societies. This course is required for first-year students in the J.D./LL.M. program and is limited to students in that program. 2 s.h. fall. *Bernstein*

## The Upperclass Curriculum

In the absence of special authorization from the dean, each student is required to take in each semester courses aggregating not less than twelve and not more than sixteen semester-hours in order to be considered a full-time student for purposes of meeting the residency requirement for the J.D. degree.

The program in the second and third years is entirely elective. In planning his or her program, however, the student should bear in mind that certain more basic courses may be prerequisites to other more advanced courses, and that for this reason—as well as to avoid possible schedule conflicts—it is generally advisable to take these more basic courses in the second year.

To facilitate casual examination by the prospective law student, the upperclass curriculum is divided here into the following categories: (1) American Law and the Private Sector; (2) American Legal Institutions and Procedure, (3) Family Property and Relations, (4) Foreign and International Legal Studies, and (5) Legal Theory and History. Upperclass students are free to select courses without regard for these categories. A number of courses fall clearly into at least two categories and may therefore be listed twice; others could reasonably be listed in two or more categories, but are not.

Those offerings listed as courses are open to large enrollments. Those listed as clinical are limited to enrollment in order to permit close supervision of the professional work students are required to perform. Those listed as regular seminars are also limited in enrollment; research papers are generally required. Those listed as research tutorials are limited to a very few students in number and engage the students in research projects with the instructor.

## Upperclass Courses

### I. AMERICAN LAW AND THE PRIVATE SECTOR

**400. Admiralty.** An examination of the special body of law governing maritime affairs, especially the transportation of goods and passengers by water. Included in this coverage are admiralty jurisdiction, marine insurance, carriage of goods, charter parties,

general average, rights of injured seamen and others, collision, salvage, maritime liens and ship mortgages, limitation of liability, and governmental activity in shipping. (Not offered 1991-92.)

**205. Antitrust.** A study of the federal antitrust laws and the policy of using competition to control private economic behavior. 4 s.h. spring. *Havighurst*

**583. Antitrust Practice (Clinical Course).** A study of selected current antitrust problems conducted by a professor and a former chairman of the Federal Trade Commission. In addition to examining problems of current doctrinal and theoretical interest (e.g., vertical restraints, merger policy and joint ventures, standard setting and certification, implied exemptions, and professional self-regulation), the class will be given assignments of a practical (clinical) nature. Prerequisite: Antitrust. (Not offered 1991-92.)

**207. Athletics and the Legal Process.** An examination of legal relationships in professional sports as a basis for developing concepts about the nature of the legal process. To be examined are the respective roles of private contract, collective bargaining, and private and public litigation to resolve conflicts both between players and clubs and among clubs themselves. The major concepts to be applied will be drawn from the areas of labor, antitrust, and contracts law. (Normally offered only in alternate years. Requires prior or concurrent enrollment in Labor Relations.) (Not offered 1991-92.)

**325. Bankruptcy.** A study of the methods by which conflicts between the financially distressed debtor and its creditors and conflicts among its creditors may be resolved under the liquidation or rehabilitation chapters of the Bankruptcy Reform Act of 1978. Prerequisite: Commercial Law or Secured Transactions or permission of the instructor. (Not offered 1991-92.)

**255. Basic Federal Income Taxation.** An introduction to federal income taxation, with emphasis on the determination of income subject to taxation, deductions in computing taxable income, the proper time period for reporting income and deductions, and the proper taxpayer on which to impose the tax. 3 s.h. fall. *Gann*. 3 s.h. spring. *Emory*

**491. Black Legal Scholarship.** An examination of the legal scholarship of black and other legal scholars on the relationship between race and the law. The course examines the influence of race on the interpretation and formation of law in both constitutional and statutory settings. The course involves the examination of an extensive set of materials that includes cases, law review articles, books, and some nonlegal material. The purpose of the course is to permit the participants to answer the question of whether there can be a black perspective on the law, and if there can, what such a perspective or perspectives has to say about a number of substantive areas of the law including constitutional law, torts, property, and criminal law. In addition, the course examines how black legal scholarship fits in with the extensive feminist legal scholarship and the other "parochial" concerns in this age of grand theory. The course also deals with the concern that too often "black" is used to mean only black men and to exclude the interests and concerns of black women. Each student is required to participate in the development of one week's worth of material and to write a paper on black legal scholarship. (Not offered 1991-92.)

**210. Business Associations.** An examination of the state and federal law pertinent to corporations and, to a lesser extent, partnerships as business entities. Detailed attention is given to the legal ground rules for the life cycles of corporations—to their organization, preincorporation transactions, basic financial structure, internal governance arrangements, dissolution, and other fundamental changes. Further, a detailed study is made of those portions of the federal securities law that most closely affect the organic law of the corporation—federal regulation of the proxy system and of tender

offers and federal restraints on inside trading and on certain other transactions in securities. 4 s.h. fall. *Cox*. 4 s.h. spring. *DeMott*

**300. Business Planning (Clinical Course).** Advanced work in corporation, partnership, and income tax law, securities regulation, and accounting. Attention is focused on a series of problems that commonly and currently face business lawyers in the formation and financing of business organizations; restructuring ownership interests and financing their withdrawal; sales and purchases of businesses; and merger and other enterprise combination, enterprise division, and dissolution. The problems are analyzed, and solutions are presented in class discussion and papers by an integrated approach that embraces the interplay of restraints posed by various areas of the law. Prerequisite: Corporate Taxation (may be taken concurrently). (Not offered 1991-92.)

**584. Collective Bargaining (Seminar).** A comprehensive treatment of the legal and practical aspects of negotiating a collective bargaining agreement in both the public and private sectors. There is substantial student participation, together with practical demonstrations relating to arbitrations and typical bargaining problems. 3 s.h. fall. *Siegel*

**215. Commercial Law.** An integrated study of the law governing commercial transactions and emphasizing the application of the Uniform Commercial Code, particularly the articles dealing with commercial paper, bank deposits and collections, and secured transactions. Topics that are given particular attention include the function and incidents of common forms of negotiable instruments, the mechanics of the bank collection process, and the operation of retail credit systems. 4 s.h. fall. *Weistart*

**495. Commercial Law II.** A continuation of Commercial Law focusing on payment systems and dealing particularly with letters of credit, credit cards, and electronic funds transfer. (Not offered 1991-92.)

**569. Commercial Practice (Clinical Course).** A study of the professional tasks involved in the resolution of commercial disputes. Students are divided into small simulated law firms, each working under the supervision of a senior fellow who is a partner in a major law firm. Each firm receives a portfolio of problems to be handled throughout the year. The assigned tasks for each problem include legal analysis of the client's position and preparation of a memorandum, advice to the client, settlement negotiations with adversary counsel, preparation of briefs, and oral argument before a judge. The problems are prepared, and the work of the student firms largely evaluated, by external examiners who are associates in major law firms. Enrollment is limited to thirty-six students and is subject to approval of the course administrator. (Not offered 1991-92.)

**490. The Congress.** This seminar studies the environment within which federal legislative officials function, and how that environment shapes legislation and the subsequent administration of legislation. Topics include: rules of the House and Senate, committee assignments, committee jurisdiction, congressional ethics, campaign finance laws and reform proposals, reapportionment law and procedure, selected problems in the separation of powers, congressional oversight, and constituent case work. 3 s.h. spring. *Schroeder*

**315. Corporate Finance.** A consideration of complex business structures and the role of financial and legal analysis of business relationships as a means of understanding and planning recurring corporate transactions. Study will focus on the legal and financial tensions among the constituents of the business entity. The course will utilize an elaborate corporate charter document, a limited partnership agreement, and a convertible debt indenture along with case materials and selected articles to explore the legal and financial relationships among shareholders, boards of directors, creditors, and corporations as they are structured and modified to attain contemporary business



objectives in the current economic climate. The course work and problems will expose the student to corporate linguistics and terminology as a means of preparation for involvement in complex business transactions. 3 s.h. spring. *Lambert*

**485. Corporate Restructurings: Acquisitions, Recapitalizations, and Workouts.** This course focuses on some important managerial and legal problems associated with corporate restructurings, particularly projects related to new expansion, acquisitions, management buyouts, leveraged buyouts, divestments, recapitalizations, and bankruptcy reorganizations. Financial and strategic tools and techniques that are utilized in such undertakings are examined in a specific legal context. The course enrollment will be composed of about two-thirds Fuqua School of Business students and one-third law students. Students will complete a series of short reports in response to business school designed case studies over the semester in teams that must be composed of a mixture of business and law students; each study will have a distinct legal component as well as a financial component. During the first week of the spring term, three or four class sessions will be convened for a crash review of fundamental principles of finance and financial statement analysis to enable the law students to communicate effectively with their business school team colleagues. The overall objective of the course is to get future business people used to communicating and working with their lawyers and future lawyers used to guiding and understanding their business client. 3 s.h. spring. *Cox, Laughunn, and Foster*

**320. Corporate Taxation.** A study of the special provisions of the Internal Revenue Code concerning the tax effects of the major events that occur in the life span of a corporation, including the taxation of distributions to shareholders and the formation, reorganization, and liquidation of corporations. Prerequisite: Basic Federal Income Taxation. 3 s.h. spring. *Emory*

**328. Debtor-Creditor Law.** A study of the methods by which conflicts between the financially distressed debtor and its creditors and conflicts between and among its creditors are legally resolved, with particular reference to article 9 ("Secured Transactions") of the Uniform Commercial Code and the liquidation and rehabilitation chapters of the Bankruptcy Code. Appropriate adjustment will be made to accommodate students who already have studied secured transactions. 5 s.h. fall. *Shimm*

**359. Economic Analysis of the Law.** The course begins with a brief overview of elementary microeconomic theory, using examples drawn from various legal fields. It then explores the theory that the development of the common law can best be explained as a pursuit of efficient legal rules. Finally, application of economic theory to selected special topics in the law is examined. (Not offered 1991-92.)

**589. Economic Analysis of Patent Law (Seminar).** This seminar will draw upon concepts from microeconomic theory to explore policy issues relevant to the design and implementation of an efficient patent system. A substantial portion of this seminar will be devoted to an examination of the conflict between antitrust law and patent law concerning the terms of patent licenses. Other topics to be studied include: the litigation and settlement of infringement suits, a comparison of trade secret law with patent law, and the scope of the disclosure requirement attendant to the patent grant. Our inquiry will emphasize consideration of the effect of patent institutions on the incentive to undertake research and development, and the costs to society of providing that incentive.

The necessary economic theory will be developed in the seminar, but a background in economics would certainly be helpful. Prerequisites: Antitrust law or intellectual property law, joint degree program in law and economics, or permission of the instructor. (Not offered 1991-92.)

**517. Employment Discrimination.** A study of the law of employment discrimination, focusing mainly on federal law prohibiting race, sex, age, and handicapped discrimination. This course provides a basic knowledge of statutory coverage, standards, procedures and proof, and avenues of relief. Class discussion emphasizes important issues arising in current cases: for example, reverse discrimination versus affirmative action, the controversial "comparable worth" concept in equal pay litigation, and the "bottom line" defense to test invalidation. 2 s.h. fall. *Kinney*

**326. Entertainment Law (Clinical Course).** An introduction to selected theories, statutes, and regulations (other than intellectual property law) governing principal undertakings, business transactions, and legal relationships in the entertainment industry, including publishing, the theater, television and motion pictures, music, and related fields. (Requires concurrent or prior enrollment in Intellectual Property I.) 3 s.h. fall. *Lange*

**537. Environmental Advocacy Clinic.** This clinic includes a classroom component and a placement component. The placement component consists of eight to ten hours of work per week with attorneys actively involved in environmental advocacy. At this time, placements are still being developed. It is anticipated that they will include the Southern Environmental Law Center, the Environmental Defense Fund, and the State of North Carolina's Office of the Attorney General. The classroom component will consist of approximately 20 two-hour seminars, which cover (1) the law of citizen suits under federal and state statutes; (2) procedures for environmental representation before administrative agencies; (3) criminal sanctions for environmental violations; (4) use of government databases in litigation; (5) substantive topics related to the work of the specific placements (most likely including wetlands and water quality regulation and hazardous landfill regulation). Enrollment limited to 12, and upon approval of the instructor. Administrative law, federal courts, and environmental law are desirable (in that order), but not required. This is a two-semester course. 5 credit hours. *Schroeder*

**327. Environmental Law.** This course examines substantive environmental issues, including air pollution, water pollution, hazardous waste and toxic substances discharges. It also analyzes how the Congress, the Executive, and the Courts approach these issues, and how this political/legal environment shapes responses to them. The course is predominantly concerned with domestic policy and legal issues, although some attention is given to the international context, primarily through attention to the problems of ozone depletion and global warming. 3 s.h. spring. *Malone*

**330. Estate and Gift Taxation.** A study of the rules governing federal taxation of wealth transfers. Prerequisite: Basic Federal Income Taxation (may be taken concurrently). A prior or concurrent enrollment in Trusts and Estates is recommended. 3 s.h. fall. *Shaw*

**369. Fiduciary Obligation, Agency and Partnership.** This course examines, in a variety of contexts, the operation and significance of fiduciary obligation, that is, the obligation to be loyal to the interests of another person in preference to self-interest. This obligation's relationship to contract law is explored at some length. After an initial introduction to common themes and problems in relationships subject to fiduciary norms, the course covers the law governing agency and partnership, two types of relationships in which fiduciary obligation is intrinsic. The course will also examine the increasing application of fiduciary norms, and obligations to act in good faith, to long-term commercial relationships, including lender-borrower, franchisor-franchisee and manufacturer-distributor relationships. Additionally, the course will explore examples of complex statutory schemes, such as those regulating employee benefit plans, and investment advisers, that impose fiduciary obligations on persons serving in designated capacities. Although the course has no prerequisites, students who have already



taken either Business Associations or Trusts and Estates are likely to benefit most from the course. 3 s.h. spring. *DeMott*

**250. Financial Information, Accounting, and the Law.** Many attorneys are required to evaluate financial data, notably financial statements from corporations, on a regular basis. The need is not limited to corporate attorneys; indeed litigators in securities, antitrust, malpractice, or general commercial litigation frequently must analyze financial information. Proper evaluation requires a familiarity with accounting principles and practices. This course serves to both introduce basic accounting principles and practices and their relationship to the law, as well as to study a number of contemporary accounting problems relating to financial disclosure and the accountant's professional responsibility. 2 s.h. fall. *Etheridge*

**489. Health Care Financing and Competition (Seminar).** This seminar may be taken either as an extension of Health Care Law and Policy (337) or for advanced study in antitrust law. The subjects covered are private health care financing; alternative delivery systems; related antitrust issues; hospital mergers. (Not offered 1991-92.)

**337. Health Care Law and Policy.** A survey of the legal environment of the health services industry in a policy perspective, with particular attention to the tensions and trade-offs between quality and cost concerns. Topics for study include access to health care; the clash between professionalism and commercialism, including antitrust law; personnel licensure; private personnel credentialing and institutional accreditation; hospital organization and staff privileges; professional and institutional liability; cost-containment regulation, including certification of need; and cost controls in government programs. This course should be of interest to students interested in public policy and in law and economics as well as those with specific interests in the health care field. 3 s.h. fall. *Havighurst*

**229. Insurance Law.** An examination of the nature of insurance and the insurance contract. Possible topics include: the role of risk classification, marketing, the principle of indemnity and the notion of an insurable interest, subrogation, the risks transferred, rights at variance with policy provisions, claims processes, and justifications for and the nature of regulation of insurance institutions. 3 s.h. fall. *Bernstein*

**357. Intellectual Property I: Law and the Arts.** An introduction to the principal theories of intellectual property in the fine arts and in the entertainment and sports industries. Includes comprehensive instruction in copyright, unfair competition, moral rights, the law of ideas, and the right of publicity, as well as selective coverage of other related subjects. 3 s.h. fall. *Lange*

**367. Intellectual Property II: Business Intellectual Property.** An introduction to copyright, computer law, trademarks, unfair competition and patent law, and the law of trade secrets, as well as selective coverage of other related subjects (including technology licensing and transfers) in contemporary business, high-technology, and industrial settings. (Not offered 1991-92.)

**607. Intellectual Property III (Tutorial).** Research and writing on selected topics in intellectual property. Limited availability; permission of the instructor required. 3-6 s.h. fall and spring. *Lange*

**240. Labor Relations.** A study of the law of labor-management relations, centering upon the National Labor Relations Act, as amended. This course investigates problems involved in the regulation of industrial conflict (strikes, picketing, boycotts, and unfair labor practices by employers), the establishment of the collective bargaining relationship, the negotiation and enforcement of the collective agreement, the arbitration of disputes under the agreement, the relationship between the union and its members, and the protection of individual and minority rights. 3 s.h. fall. *Horowitz*



**544. Land Use Planning (Seminar).** An in-depth study of select jurisdictions to determine the impact of various legal issues in land use planning on communities in those jurisdictions, including the "taking issue"-section 1983; the Central Business District and the Sherman Act; the impact of changing demography in the last thirty years on local zoning policies; the acceptance or rejection of the halfway house; and the attitude of communities toward "time sharing." A term paper is expected. (Not offered 1991-92.)

**212. Legal Issues in Advising and Reorganizing Troubled Companies.** An inquiry into and an analysis of recently completed and pending voluntary restructurings of leveraged buyouts entered into in the 1980s. The legal and financial architecture of the restructured LBO will be studied emphasizing corporate, securities, fraudulent conveyance, lender liability, fiduciary duty and accounting issues. Several specific restructurings will be considered and compared, along with the report of a bankruptcy examiner, with the objective of familiarizing the student with financial and strategic concepts being employed in contemporary transactions. 2 s.h. spring. *Lambert*

**396. Oil and Gas.** A study of the law governing the recognition and protection of property interests in oil and gas in natural reservoirs and an analysis of the transactions, particularly the oil and gas lease, by which the right to produce oil and gas is purchased. Although this course is focused on the private law problems of landowners and firms interested in mineral development, the legal problems and policy implications of government intervention for conservation and for economic regulation are considered. (Not offered 1991-92.)

**411. Partnership Taxation.** An examination of the federal income-tax treatment of partners and partnerships, including problems arising from contributions of property to, and distributions of property from, a partnership; the validity of special allocations of taxable income and deductions; the consequences of sales and other transfers of partnership interests; the treatment of service partners; special problems concerning the investors' basis for deductions when a partnership raises capital by borrowing. Prerequisite: Basic Federal Income Taxation. (Not offered 1991-92.)

**324. Payment Systems.** A study of the means and mechanisms by which money payments are made, including cash, negotiable instruments, credit cards, and electronic fund transfers. 3 s.h. spring. *Shimm*

**593. Professional Liability.** The past fifteen years have seen a significant increase in the number, as well as the complexity, of claims asserted against professionals. The potential liability of attorneys, accountants, doctors, architects, and other "professionals" is a matter of great importance given the significant resources expended in providing professional services in the United States. This course will analyze the contours of liability principles in professional malpractice cases in the context of the legal, medical, and accounting professions. In addition, this course will study the interaction of malpractice cases with professional ethics and the theory of self-regulation. 3 s.h. spring. *Metzloff*

**365. Real Estate Financing.** An examination of the law governing transactions in which land is used as security for a debt. This course will focus on the law of a single jurisdiction to allow students to work with the subject in a systematic and realistic fashion. Although most of the materials used will come from the legal system of California, reading assignments will also be made in a general textbook. Prerequisite: Commercial Law. (Not offered 1991-92.)

**370. Regulated Industries.** A study of government economic regulation and deregulation in such regulated industries as transportation, electric power, telephone, broadcasting, oil and gas, and health care, with emphasis on control of entry, mergers,

and rates, and on the interface between regulation and the antitrust laws. (Not offered 1991-92.)

**488. Regulating Hazardous Waste (Seminar).** This seminar examines and evaluates the operation of the regulatory scheme governing hazardous waste. The incentives created by legal rules to generate waste, properly to dispose of it, to discover releases into the environment, and to clean up those releases will be studied as will the actual implementation of CERCLA and, to a lesser extent, RCRA.

Environmental law (or the permission of the instructor) is required as a pre- or co-requisite. 2 s.h. fall. *Kornhauser*

**492. Regulation of Business Behavior through the Criminal Justice System (Seminar).** Increasingly, antisocial conduct of businesses and business persons is being dealt with through inventive applications of state and federal criminal laws. For example, regulatory violations such as insider trading, parking, and violation of trade secret rules are frequently the basis for criminal prosecutions. Each student in the seminar will prepare a paper examining the application of the criminal laws to what historically have been viewed as regulatory offenses addressed through the civil courts. Themes to be stressed are the relative weaknesses of possible civil sanctions for the same offense, the social harm of criminalizing the conduct, and whether criminal prosecution truly enhances deterrence. The first half of the course will be devoted to review of materials on various aspects of white collar crime and related jurisprudential questions; during the second half of the term, students will serve as presenters and discussion leaders for their own paper topic. There are no prerequisites for this course. (Not offered 1991-92.)

**375. Securities Regulation.** A study of the federal and state securities laws and the industry they govern with emphasis on the regulation of the distribution process and trading in securities; subjects dealt with include the functions of the Securities and Exchange Commission, registration and disclosure requirements and related civil liabilities, "blue-sky" laws, proxy solicitation and reporting requirements, broker-dealer regulation, the self-regulatory functions of the exchanges, and the regulation of investment companies. 3 s.h. spring. *Cox*

**376. Securities Regulation II. (Seminar).** This class will focus on selected current issues in securities regulation and financial institution regulation. The selected issues will be explored in fact-specific settings from a client-oriented, hands-on perspective. One of the fact settings will involve a complete review of a major corporate transaction, such as an acquisition, recapitalization or leveraged buyout. Emphasis will be placed on identifying the specific legal issues involved and evaluating the range of alternatives available to the client to achieve its business objective.

Course work will include three or four memoranda of three to five pages each. Two of the memoranda will be done on a team basis, with each team consisting of two to three students. (Not offered 1991-92.)

**644. Securities Regulation III (Research Tutorial).** This seminar will carry one (1) unit of credit in the fall and two (2) units of credit in the spring. Students must enroll in each semester and there is a limit of six students. Students will work closely with Professor Cox in preparing textual material for a forthcoming book on securities regulation. Students will select two or three topic areas each to be examined in an extensive memorandum. Among the topics are broker-dealer obligations under the securities laws, national market systems, scope of Investment Company Act and Investment Advisors Act, securities underwriting practices, regulation of broker-dealers by membership organizations, the meaning of distributions, and the section 5 obligations of control persons. (Not offered 1991-92.)

**518. Tax Exempt Organizations (Seminar).** Structure, incidence, and economic effects of major federal taxes. Special attention to problems of inflation, income defini-



tion, and distortions of economic incentives in the areas of savings and investment. Prerequisite: Basic Federal Income Taxation. (Not offered 1991-92.)

## II. AMERICAN LEGAL INSTITUTIONS AND PROCEDURES

**200. Administrative Law.** A study of administrative agencies and legislative authority, information gathering and withholding, rule-making and order-formulating proceedings, judicial review of administrative action, and constitutional limitations on administrative powers. 4 s.h. fall. *Baxter*

**546. Advanced Constitutional Law (Seminar).** This seminar will study the institutional processes of the United States Supreme Court and will include an intensive review of major cases recently decided by the Supreme Court or currently on the Court's docket. This seminar is intended for students in their last semester. A paper is required. 3 s.h. spring. *Dellinger*

**583. Antitrust Practice (Clinical Course).** A study of selected current antitrust problems conducted by a professor and a former chairman of the Federal Trade Commission. In addition to examining problems of current doctrinal and theoretical interest (e.g., vertical restraints, merger policy and joint ventures, standard setting and certification, implied exemptions, and professional self regulation), the class will be given assignments of a practical (clinical) nature. Prerequisite: Antitrust. (Not offered 1991-92.)

**536. Child Advocacy (Clinical Course).** A two-semester practicum in child advocacy. Students will be assigned to represent children in abuse and neglect cases in Durham County, under the supervision of members of the Durham bar and the course instructor, pursuant to the North Carolina Rules Governing the Practical Training of Law Students. Students will gain experience in interviewing, counseling, negotiation, case planning, trial practice, motion practice, and some discovery. In addition to work on actual cases, students will participate in a classroom seminar, in which the practical and ethical considerations involved in representing children will be explored. Medical doctors, social workers, psychologists, judges, and attorneys will participate in the seminar sessions. Simulated exercises will be used to sharpen advocacy skills. Must be taking or have taken Family Law and Trial Practice. Must also be a third-year student in good academic standing. Class limited to nine students. 2 s.h. fall and 2 s.h. spring. *McAllaster*

**380. Civil/Criminal Trial Practice (Clinical Course).** An introduction to the civil and criminal litigation process and attendant skills. This course emphasizes the interactions between attorneys and witnesses and between lawyers and juries by use of simulation and videotape pedagogy. Areas of inquiry include opening statements, closing arguments, direct- and cross-examination of lay and expert witnesses, objections, introduction of evidence, and trial preparation. Each student completes the course requirements by participating as counsel in a full jury trial. In the spring semester, instruction will be concentrated in the first half of the semester. It will begin with an intensive weekend of instruction in January. Prerequisite: Evidence. 3 s.h. fall. *Beskind*; 3 s.h. spring. *Becton, Beskind, Fuller, Glenn, Sandra Johnson, and Kuniholm*

**562. Civil Litigation (Clinical Course).** This course combines a clinical placement with in-class work. In the clinical component of the course, each student will be placed with an attorney in the community and be given the opportunity to represent clients in a wide variety of actual civil cases pursuant to the North Carolina Rules Governing the Practical Training of Law Students. Placements will include private, legal aid, and public-interest law firms. In class, students will handle all pretrial aspects of a simulated civil case including the filing of the Complaint and Answer, drafting and responding to discovery, interviewing and fact investigation, negotiation, and motions practice. En-



rollment is limited to twelve students. Prerequisites: Evidence and Trial Practice (latter may be taken concurrently). 2 s.h. fall and 2 s.h. spring. *McAllaster*

**420. Class Actions.** This course will examine the theory and practice of distinctively American contemporary innovations in civil procedure. The study will cover both injunctive and compensatory class suits, and such alternatives as public actions and interdistrict transfers for pretrial consolidation. This course will serve as a review of such matters as jurisdiction over parties, federal jurisdiction, venue, discovery, claim preclusion, issue preclusion, appellate jurisdiction, conflict of interest, the contempt power, attorney fee shifting, settlement, standing of parties, and most other topics that may have been the subject of study in the basic course in Civil Procedure. All are viewed in the more intricate setting of suits brought to assert and redress rights not merely of individuals, but of aggregations of alleged victims, or, in some cases, against aggregations of alleged wrongdoers. The secret can be disclosed in advance that such forms of litigation place strain on traditional theories of procedure resting on adversary responsibility and initiative and not infrequently leave the earnest student somewhat bewildered not merely by the complexity of the process, but also by its underlying tenets. (Not offered 1991-92.)

**310. Conflict of Laws.** A study of the special problems that arise when the significant facts of a case are connected with more than one jurisdiction, including recognition and effect of foreign judgments, choice of law, federal courts and conflict of laws, and the United States Constitution and conflict of laws. 3 s.h. spring. *Reppy*

**550. Constitutional History.** A three-part course, the first part is devoted to the Constitution's early history. The second part focuses on the institutions of slavery and the law before and after the Civil War. The third part focuses on the New Deal and its relations with the Supreme Court. 2 s.h. fall, 2 s.h. spring. *Dellinger, Franklin, and Leuchtenburg*

**625. Seminar in Constitutional Law-Theories of Constitutional Adjudication.** An examination of the role of the Supreme Court and problems of method in deciding constitutional issues. This seminar will cover such topics as the current controversy over "original intent," problems of interpretation, the uses of history, legislative motive, the "countermajoritarian difficulty," legislative facts, and interest balancing. It is likely also to include some coverage of left (Critical Legal Studies) and right critiques of mainstream constitutional doctrine, and some illustrative application of various of these "method" questions in current or recent major cases. A paper is required, plus either an examination or a second paper. Prerequisites: completion of a basic course in constitutional law, and a (reasonably) serious interest in confronting difficult and often rather theoretical questions of the role the Supreme Court and constitutional adjudication should play in American government. (Not offered 1991-92.)

**487. Contemporary Jury (Seminar).** The jury plays a central role in American criminal and civil law. Its effects extend beyond the cases that are tried before it because it sets the standards around which settlement negotiations occur. It is a controversial institution that has been vigorously defended by some and severely criticized by others who have labelled it incompetent, biased, capricious, and irresponsible. In this seminar we will explore the role and performance of the jury in modern American society. 2 s.h. fall. *Vidmar*

**521. Criminal Litigation (Clinical Course).** An examination of the lawyering process in criminal cases from the point of view of the criminal justice practitioner. Using videotape simulation, students will participate as attorneys in simulations of various stages of the criminal justice process from initial interview through trial, with special emphasis on pretrial proceedings. The clinical phase of the seminar requires each student to practice with criminal justice practitioners pursuant to the North Carolina

Rules Governing Practical Training of Law Students. Placements include district attorneys, the public defender, and private defense counsel. Prerequisites: Criminal Procedure: Police; Evidence; and Trial Practice. 4 s.h. spring. *Rudolf and Maher*

**223. Criminal Procedure: Formal.** A study of the basic rules of criminal procedure, beginning with the institution of formal proceedings. Subjects to be covered include prosecutorial discretion, the preliminary hearing, the grand jury, criminal discovery, guilty pleas and plea bargaining, jury selection, pretrial publicity, double jeopardy, the right to counsel, and professional ethics in criminal cases. 3 s.h. fall. *Beale*

**222. Criminal Procedure: Police.** A study of the legal restrictions on police investigative practice which typically precede institution of formal proceedings, with special emphasis upon "stop and frisk," arrest, search and seizure, confession suppression, electronic surveillance, and operation of the exclusionary rule. 2 s.h. spring. *Everett*

**493. Death Penalty Litigation. (Seminar).** This seminar will focus on issues arising in collateral proceedings in federal court to challenge the constitutionality of the conviction or sentence of a capital defendant. The seminar will review major decisions of the United States Supreme Court concerning the constitutionality of the death penalty; will explore how challenges to the death penalty are developed, using materials from actual cases; and will examine procedural obstacles to collateral challenges to the death penalty, including procedural bar and abuse of the writ. 2 s.h. spring. *Coleman*

**531. Dispute Resolution (Seminar).** One of the most significant recent developments in civil procedure is the evolution of alternative methods of resolving disputes. Under the general label of alternative dispute resolution (ADR), courts and private parties are increasingly using nontraditional methods to resolve disputes that previously were resolved through the traditional court process. This course will examine these alternatives and the implications of the development on the litigation process and the legal profession. Course materials will cover negotiation, arbitration, and mediation, as well as specific ADR techniques such as the mini-trial, court-annexed arbitration, and the summary jury trial. Special attention will be given to empirical analysis of the impact of alternatives. (Not offered 1991-92.)

**524. Dispute Resolution (Clinical Seminar).** Drawing upon substantive information from the Seminar in Dispute Resolution, students will work directly with practicing attorneys and court officials to review pending cases to analyze what alternative methods of dispute resolution, if any, would assist in their resolution. Most cases will involve medical malpractice claims owing to the fact that the Private Adjudication Center, a nonprofit affiliate of the Law School, is currently engaged in a research project in that area. (Not offered 1991-92.)

**591. English Criminal History (Seminar).** This seminar will examine the development of several crimes in the common law societies of England and America from the Middle Ages to the present. The work will be both historical and comparative; works on legal philosophy will also be examined. The class work for this seminar will be the same as that for History 196S; credit may not be obtained for both courses. In addition to the class work, law students will be required to write a paper of professional quality on the evolution of a particular crime. Limited Law School enrollment. (Not offered 1991-92.)

**225. Evidence.** A study of the theory and rules governing presentation of evidence to a judicial tribunal, including the concept of relevancy; character evidence; judicial notice; real and demonstrative evidence; expert testimony; authentication of writings; the best evidence rule; competency, impeachment and rehabilitation of witnesses; hearsay and the exceptions to its exclusion; and privileged communications. 3 s.h. fall. *Mosteller*.



**555. Federal Appellate Practice (Clinical Course).** This course includes study of appellate practice and procedure in the federal courts and instruction in oral advocacy and brief writing. Students argue a difficult appeal to an experienced judge. Students who excel are selected for the Moot Court Board, competition for the Dean's Cup, and interscholastic competition in appellate advocacy. 2 s.h. fall. *Ervin, Friedman, Phillips, and staff*

**371. Federal Banking Regulation.** An examination of the regulation of depository institutions (banks, savings and loan associations, and credit unions) by the federal banking agencies. The course surveys the chartering, supervisory, and enforcement activities of agencies such as the Board of Governors of the Federal Reserve, Treasury Department, Office of the Comptroller of the Currency, Federal Home Loan Bank System, Federal Deposit Insurance Corporation, and National Credit Union Administration. This is a course that focuses primarily on the governmental regulation of banking institutions and not lender/borrower (banker/client) relations; hence, while lender/borrower relations are very substantially affected by official regulation in ways that will be investigated during the course, the course should be distinguished from conventional banking law courses. Prerequisite: Administrative Law (prior or concurrent registration), or permission of the instructor. 3 s.h. spring. *Baxter*

**500. Federal Civil Rights (Seminar).** A study of advanced constitutional law and federal practice, working through a series of problems to provide: (a) familiarity with the principal federal statutes (procedural, substantive, and remedial) used in civil rights litigation; (b) their judicial interpretation and application; and (c) a consideration of frontier constitutional issues. 3 s.h. spring. *Van Alstyne*

**340. Federal Courts.** A study of the many ways in which federalism and the separation of powers affect the workings of the federal courts and their relations with other branches and the states. This course covers the jurisdiction of the federal courts, original and appellate—justiciability, Congressional authority to define and limit, diversity and federal question jurisdiction, removal, and pendent and ancillary jurisdiction; some aspects of the law applicable in federal court—*Erie*, federal common law, implied rights of action, and civil rights actions and immunities of officials and governments; statutory and decisional abstention requirements; and judgments—direct review of state and federal decisions, federal-state res judicata, and collateral attack via habeas corpus. 4 s.h. spring. *Rowe*

**343. Federal Criminal Law.** This course deals with the enforcement of federal criminal statutes including those relating to tax fraud, mail fraud, civil rights, drug enforcement, the Hobbs Act, the Travel Act, and the Racketeer-Influenced and Corrupt Organizations (RICO) Act. The limits on federal criminal jurisdiction and legal issues arising out of the overlap of federal and state law will also be examined. 2 s.h. spring. *Beale*

**344. First Amendment.** The basic constitutional law of the free speech-free press clause and the church-state clauses of the first amendment. 3 s.h. spring. *Van Alstyne*

**561. Forensic Psychiatry (Clinical Course).** This course is designed to provide the student with a working knowledge of the major areas of interface between psychiatry and law. Basic concepts of clinical psychiatry and psychopathology will be highlighted throughout the course. The attorney and the psychiatrist roles in the commitment process, right to treatment and right to refuse treatment, competency to stand trial, and criminal responsibility will be explored using a number of methods. Discussion of assigned readings, short lectures, interviews and observation of patients involved in legal proceedings, films, guest speakers, and field trips will form the basis of the course. The students will periodically be asked to use the information from the course together



with independent and group research to complete short projects and class exercises. 3 s.h. fall. *Sally Johnson*

**486. Fourth Circuit Development (Seminar).** Research for the bicentennial history of the United States courts of the Fourth Circuit from 1789 to the present. Individual research and group discussion on the development of judicial institutions and research law in this southern circuit. 3 s.h. spring. *P. Fish*

**576. International Litigation.** An examination of problems arising in litigation brought in federal courts by or against foreign nationals. Topics will include: (1) personal jurisdiction over foreign defendants; (2) service of process abroad; (3) forum non conveniens; (4) antitrust injunctions; (5) subject matter jurisdiction in international litigation; (6) foreign sovereign immunity; (7) forum selection clauses; (8) international arbitration; (9) taking evidence abroad; and (10) recognition and enforcement of foreign judgments. 2 s.h. spring. *Carrington*

**534. Judicial Administration.** Examination of the judicial function in relation to historical and contemporary politics of court organization, management, and procedures as well as of selection and discipline. Focus is on American federal judicial system with references to state and comparative aspects of adjudication-administration. Two required ten-page papers or weekly assigned reserve readings are due for seminar meeting devoted to discussion of those readings. With permission of the instructor a student may write an additional paper of substantial length on course subject matter, and receive 3 s.h. (Not offered 1991-92.)

**568. Judicial Process.** A study of select issues and problems concerning the judicial function and appellate process in the federal system. This course includes three phases. The first phase is devoted to a study of legal doctrine affecting the appellate process, including: jurisdictional issues of particular interest at the appellate level; final orders and interlocutory appeals; prudential considerations limiting appellate review; waiver of appealable issues; the proper scope and standard of review (with emphasis on administrative agency appeals); and the remedial authority of the courts. The second phase is designed to provide a significant clinical experience in appellate advocacy, including: analysis of an actual case problem; consideration of when and what to appeal; preparation of an appellate brief; and review of techniques of oral advocacy. The final phase focuses on the judicial process from a more reflective and philosophical perspective, including: a critique of the judicial philosophies of some leading jurists; a consideration of the function of courts and judges in a democratic society; and preparation of a short paper dealing with some significant aspect of the judicial process. Enrollment limited to sixteen. (Not offered 1991-92.)

**540. Legislation (Seminar).** A study of the factors involved in the development and passage of legislation, and in its interpretation by the courts. Topics covered include theories of legislation, legislative procedure and process, problems in drafting statutes, compilation of legislative histories, and determination of legislative intent. A research paper is required. 2 s.h. spring. *Danner*

**571. Negotiation (Clinical Course).** An examination of the lawyer's role as a negotiator in seeking to resolve legal disputes without resort to full adjudication. This course focuses on techniques, tactics, ethics, and other aspects of the negotiation process. Students are divided into teams which compete with each other in seeking to negotiate settlements in a series of simulated disputes involving such matters as commercial transactions, personal injury claims, real estate transactions, antitrust litigation, and labor relations. Enrollment limited to twenty-four. 2 s.h. spring. *Hutchinson*

**399. Negotiation and Mediation.** This course is designed to explore the processes of negotiation and mediation in legal and quasi-legal contexts. Approximately 50

percent of the time will be devoted to theory about the social processes involved in the development of conflict and its resolution. The other half of the time will be devoted to case analysis, simulations, and related participation activities intended to give the student insights into styles and strategies of negotiation and mediation. 3 s.h. spring. *Vidmar*

**593. Professional Liability.** The past fifteen years have seen a significant increase in the number, as well as the complexity, of claims asserted against professionals. The potential liability of attorneys, accountants, doctors, architects, and other "professionals" is a matter of great importance given the significant resources expended in providing professional services in the United States. This course will analyze the contours of liability principles in professional malpractice cases in the context of the legal, medical, and accounting professions. In addition, this course will study the interaction of malpractice cases with professional ethics and the theory of self-regulation. 3 s.h. spring. *Metzloff*

**498. Psychology of Litigation.** The litigation process inherently involves psychological perceptions and evaluations. What causes people to pursue legal rights in the first place? Why does settlement of disputes occur? What causes litigants to prefer different types of resolution forums? How do jurors respond to witnesses and other types of evidence? The seminar will address these and other questions by reference to empirical social science literature. 2 s.h. spring. *Vidmar*

**332. Remedies.** A survey of the law of judicial remedies in civil litigation, with illustrative applications in various areas of private and public substantive law. This course covers the main types of remedies—compensatory and punitive damages, equitable relief including injunctions and specific performance, declaratory judgments, and restitution, considering both their basic characteristics and their interrelations. Illustrative applications are drawn primarily from the substantive fields of tort (injury to persons and to personal and real property), contract, and civil rights. Normally offered in alternate years. (Not offered 1991-92.)

**425. Social Science Evidence and Law.** Social science evidence has come to play an increasingly important role in civil and criminal cases at all levels of American courts. It is used, for example, in cases involving issues of trademark infringement, obscenity, discrimination, identification of criminal offenders, potential jury prejudice, misleading advertising, eyewitness reliability, sexual assault, self defense, dangerousness, and the fashioning of remedies. The goal of this course is to teach law students to become sophisticated consumers and critics of social science evidence. 3 s.h. fall. *Vidmar*

### III. FAMILY PROPERTY AND RELATIONS

**362. Advanced Topics in Trusts and Estates.** Creation and effect of future interests (usually in long-term trusts), including powers of appointment and the Rule Against Perpetuities. Part of grade can be earned by drafting model wills and trusts. Prerequisite: Trusts and Estates. (Not offered 1991-92.)

**536. Child Advocacy (Clinical Course).** A two-semester practicum in child advocacy. Students will be assigned to represent children in abuse and neglect cases in Durham County, under the supervision of members of the Durham bar and the course instructor, pursuant to the North Carolina Rules Governing the Practical Training of Law Students. Students will gain experience in interviewing, counseling, negotiation, case planning, trial practice, motion practice, and some discovery. In addition to work on actual cases, students will participate in a classroom seminar, in which the practical and ethical considerations involved in representing children will be explored. Medical doctors, social workers, psychologists, judges, and attorneys will participate in the seminar sessions. Simulated exercises will be used to sharpen advocacy skills. Must be



taking or have taken Family Law and Trial Practice. Must also be a third-year student in good academic standing. Class limited to nine students. 2 s.h. fall and 2 s.h. spring. *McAllaster*

**218. Community Property.** A survey of the marital property laws of Arizona, California, Idaho, Louisiana, Nevada, New Mexico, Texas, Washington, and Wisconsin, with comparison to the Spanish system. Students may concentrate their studies on the law of one of the nine states. (Not offered 1991-92.)

**330. Estate and Gift Taxation.** A study of the rules governing federal taxation of wealth transfers. Prerequisite: Basic Federal Income Taxation (may be taken concurrently). A prior or concurrent enrollment in Trusts and Estates is recommended. 3 s.h. fall. *Shaw*

**515. Estate Planning (Clinical Course).** An examination of the problems and techniques of estate planning and administration, including the income taxation of trusts and estates. Students prepare planning recommendations and draft related documents for hypothetical clients. Prerequisites: Basic Federal Income Taxation, Corporate Taxation (can be taken concurrently); Estate and Gift Taxation and Trusts and Estates. 3 s.h. spring. *Shaw*

**335. Family Law.** A study of legal and policy issues relating to the family, including marriage and divorce, marriage alternatives, procreation and abortion, child custody and support, child abuse and neglect, and adoption. The course will examine the resilience of the norm of the private, traditional nuclear family and the challenge to this norm posed by such issues as surrogate parenting contracts, antenuptial agreements, professional degrees and licenses acquired before divorce, and domestic violence. 3 s.h. spring. *Bartlett*

**270. Trusts and Estates.** An examination of noncommercial property dispositions, both testamentary and inter vivos, including the following topics: intestate succession, wills and will substitutes; creation and characteristics of trusts; powers of appointment; problems in trust and estate administration. 3 s.h. spring. *Shaw*

#### IV. FOREIGN AND INTERNATIONAL LAW

**290 and 291. Introduction to American Law for International Students.** This course consists of two components. The first (290) is a series of lectures by members of the Law School faculty on various aspects of the legal system of the United States and may include required readings. It concludes with an examination. 1 or 2 s.h. fall. *Dibble*

The second component (291) is in the form of a research and writing tutorial designed to introduce international students to the techniques of case and statutory analysis as well as the tools and methods of legal research. Students are expected to complete written assignments and memoranda of law. 2 s.h. fall. *Dibble*

**514. Chinese Law and Society (Seminar).** This course will survey Chinese legal thought and practice in the People's Republic of China. Particular attention is focused on the relation of law to social ideals, to social change, and to politics. The course will consider socialist theories of law, conventional criminal and civil processes, informal and extrajudicial institutions, international law, and trade law. Prior familiarity with Chinese history or politics is unnecessary. 2 s.h. spring. (Not offered 1991-92.)

**513. Chinese Legal History.** A survey of Chinese legal history that focuses on late imperial law in the Qing dynasty (1644-1911). Attention will also be given to the legal transformations in the twentieth century. The course examines the way in which a legal system creates and reflects a society's structures and values in a mutually interactive process that constructs a particular "legal sensibility." Readings are drawn from Chinese codes, cases, and "detective novels" as well as, for comparative purposes, from



European and American legal history. No previous background in Chinese history is required or expected. 2 s.h. spring. *Ocko*

**649. Civil Law Research (Tutorial).** This tutorial will give students the opportunity to familiarize themselves with civil law materials while studying aspects of civil law in a comparative law perspective. A substantial research project will require the use of original language materials. The technique of comparative law analysis will be discussed. Insight will be provided into both the thinking and institutions found in legal systems based upon systematic codes and legal traditions that are different from those in the common law countries. Prerequisites: Comparative Law: Western Legal Traditions; reading knowledge of French or German. 2 s.h. spring. *Germain*

**306. Comparative Administrative Law (Seminar).** An introduction to the comparative study of the major systems of administrative law in the West. This seminar is designed to introduce students to public law institutions and practices in systems substantially different from their own, to relate this knowledge to American law in order to enhance the student's understanding of the latter, and to place the rules and institutions of administrative law within their broader political, social, and ideological contexts. It will commence with an introduction to comparative methodology in the public law context. The second part comprises a macro-survey of the British, French, American, German, and Australian systems. Finally some specific topics will be selected for more detailed, micro-comparison. Prerequisites: Prior enrollment in Administrative Law (American or foreign). 2 s.h. spring. *Baxter*

**307. Comparative Law: Common Law Traditions (Seminar).** This course will focus on different approaches to law in England and America, as well as differences in their traditional legal theories. In particular, it will explore the more formal approach to law in England in connection with differences in legal sources, common law, and statute law. This course will then explore the relationship between these differences and some of the institutional differences between the courts, the judges, the legal professions, and the law schools in the two countries. There are no prescribed texts but course materials will be available. (Not offered 1991-92.)

**305. Comparative Law: Western Legal Traditions.** A comparative study of civil law and common law systems, focusing on legal institutions, legal actors, their roles and backgrounds. This course will examine dissimilarities as well as the shared Western legal and intellectual heritage and analyze selected problem areas. 2 s.h. fall. *Handl*

**572. Comparative Public Law and Policy: Ethnic Group Relations (Seminar).** An interdisciplinary seminar to appraise various approaches to the reduction of conflict in deeply-divided societies, primarily in Asia and Africa. Substantial attention will be paid first to the nature of ethnic identity, the sources of group conflict, and the forms and patterns it takes. Consideration will be given to methods of analyzing social science materials and utilizing them for the design of policies, laws, and institutions. Approaches considered include federalism, regional autonomy, electoral law, parliamentary and presidential arrangements, and programs to prefer under-represented ethnic groups in education, employment, and other spheres of economic activity. Emphasis will be placed on forecasting and evaluating the impact of alternative approaches. 3 s.h. fall. *Horowitz*

**233. European Economic Community Law.** An introduction to the constitutional and substantive law of the Community, including: the origins and institutions of the European Communities; the relationship of Community law and national law; the enforcement of Community law; and freedom of movement of goods, persons, services and capital; sex discrimination; Community competition policy; state subsidies and dumping; foreign relations competence of the Community. (Not offered 1991-92.)

**102. German for Legal Studies.** An introduction to the terminology and basic concepts of German law. Reading and analysis of legal texts (codes, cases, contracts, wills). Communication about law and law-related issues in German. Prerequisites: 3 semesters or equivalent of German, consent of instructors. 2 s.h. spring. *Bernstein and Bernstein*

**345. International Business Transactions.** This course examines various topics related to the conduct of international business. Subjects covered are international private trade, including private international contracts, dispute resolution, and letters of credit; national and international regulation of trade in goods, including the GATT; international regulation of monetary affairs through the IMF; foreign direct investment; and transfer of technology. 2 s.h. spring. *Gann*

**211. International Environmental Law (Seminar).** The mechanisms, institutions, and substantive rules relating to regional and global environmental issues. Topics covered include the problems of responsibility and liability in international law for environmental damage; the law concerning marine pollution, and the role of the International Maritime Organization; the regulation of transboundary atmospheric pollution, of ozone-depleting gases, and of cross-border movement and disposal of hazardous wastes; the regulation of nuclear activity and the role of the International Atomic Energy Agency; special environmental regimes for Antarctica, outer space, and other areas; conservation of endangered species and areas thorough CITES, the World Heritage convention, and other treaties; deforestation and biodiversity; the role of UNEP and of regional and bilateral bodies; and prospects and mechanisms for the effective regulation of greenhouse gas emissions. Enrollment is limited. 2 s.h. spring. *Kingsbury*

**236. International Human Rights.** The substantive and procedural aspects of international legal regulation of state conduct toward people within its jurisdiction. Subjects covered include the development, strengths, and limitations of international human rights law; the mechanisms for human rights protection established by the United Nations, the Specialized Agencies such as the ILO and Unesco, and quasi-judicial international bodies such as the Human Rights Committee and the human rights commissions and courts in Europe, the Americas, and Africa; problems in the definition and implementation of economic, social, and cultural rights; and the role of agencies such as the World Bank; particular legal issues concerning, e.g., refugees, indigenous peoples, and human rights during armed conflicts; and case studies of current situations. Attention is also paid to the influence of international standards on national law. 3 s.h. spring. *Kingsbury*

**230. International Law.** An introduction to the public international law of peace, including: the nature and sources of international law; its place in national and international decision making; the positions of international organizations, states, and persons in the international legal system; principles concerning state sovereignty, territory and jurisdiction; the international Law of the Sea; the law of treaties; state responsibility; international dispute settlement; the use of force. 3 s.h. fall. *Handl*

**576. International Litigation.** An examination of problems arising in litigation brought in federal courts by or against foreign nationals. Topics will include: (1) personal jurisdiction over foreign defendants; (2) service of process abroad; (3) forum non conveniens; (4) antitrust injunctions; (5) subject matter jurisdiction in international litigation; (6) foreign sovereign immunity; (7) forum selection clauses; (8) international arbitration; (9) taking evidence abroad; and (10) recognition and enforcement of foreign judgments. 2 s.h. spring. *Carrington*

**232. International Organizations.** An examination of the legal issues involved in the structure, functions, and operations of the United Nations and other international



organizations within the international systems. Special attention will be given to International Organizations in Europe. (Not offered 1991-92.)

**598. International Transactions with Japan.** An introduction to various topics, legal and nonlegal, related to the negotiation of international transactions with Japanese companies and government agencies. Topics will include dispute resolution, the role of lawyers and contract law in Japan. We will examine the techniques and tactics that are encountered in negotiations with Japanese companies and government agencies. Enrollment is limited to fifteen students. (Not offered 1991-92.)

**599. International Transactions with China (Clinical Seminar).** This course examines various topics related to the conduct of international business transactions with China. Subjects covered are negotiation, contracts, dispute resolution, letters of credit, and Chinese regulation of international trade. (Not offered 1991-92.)

**557. International Taxation.** An examination of the federal income tax imposed on income earned in foreign countries either by citizens and residents of the United States or by foreign corporations that are controlled by citizens and residents of the United States. This course also includes a study of the federal income tax imposed on nonresident aliens and foreign corporations on their income derived from United States sources. Prerequisites: Personal Income Taxation, Corporate Taxation (may be taken concurrently), or permission of the instructor. (Not offered 1991-92.)

**647. Japanese Legal Institutions (Seminar).** This course is designed to explain and examine functions of the courts, the Diet and various government ministries by focusing on major environmental cases in Japan. The course material is organized to consider the following problems: (1) environmental disputes and resolutions since Meiji Restoration (1887); (2) the role of the courts in pollution disputes; (3) legislative responses; (4) regulatory schemes; (5) contemporary environmental issues in Japan; and (6) an assessment of Japanese environmental law and policy. Students are asked to explore if there is "Japanese legal culture" fit to explain the workings of Japanese legal institutions in dealing with environmental problems common to any industrial country. 2 s.h. fall. *Luney*

**366. Jewish Law (Seminar).** Study of factors (cultural and juristic) in the development of Jewish law, especially in the Talmudic and medieval periods; relationship between "religious" and "civil" law; the legal codes and the decision-making process of the rabbinic courts. Some legal texts (in translation) will be submitted to intensive examination. 2 s.h. fall. *Golding*

**235. Jurisprudence.** This course offers a general introduction to the philosophy of law through the examination of several questions: Is law a model of rules? Is adjudication objective? Is law neutral? Are rights antithetical to community? Do citizens have a moral obligation to obey the law? 3 s.h. fall. *Kornhauser*

**640. Law and National Defense (Seminar).** A study of military jurisdiction; martial law; law of war; civil court review of military actions; power of commanders over military installations; status of forces agreements; operations law; antiterrorist measures and legislative process. 2 s.h. spring. *Everett*

**620. Law of the Sea (Seminar).** An examination of the legal problems resulting from uses of the seas and the efforts made toward resolution of those problems. This seminar's focus is on the jurisdictional problems created by the competing claims of nation-states to competence as to the territorial sea, the continental shelf, the contiguous zone, economic zones, and the seabed. These claims are examined in the context of specific uses of the seas, including navigation, military, fishing, extraction of minerals, and scientific research. Prerequisite: International Law (may be taken concurrently). (Not offered 1991-92.)



**516. Political Philosophy and Law (Seminar).** The seminar will analyze the relationships between political theory and the law in contemporary philosophy. Authors such as Strauss, Arendt, Foucault, Habermas and others will be studied in this context. The discussions in the seminar will be related to an abstract theoretical framework and to concrete contemporary legal and political issues. The seminar will meet during the first five weeks of the semester. A paper on an assigned topic will be the basis for the grade. The seminar should be of special interest to students in the International and Comparative Law and Philosophy joint degree programs. 2 s.h. fall. *Haarscher*

**512. Research Methods in International, Foreign, and Comparative Law.** The course provides a broad survey of research methods, techniques, and strategies in international, foreign, and comparative law. Among the subject examined are: treaty law, the law of international organizations, international business transactions, European Community law, U.S. practice in international law, civil law, and other foreign legal systems, commonwealth law, and efficient use of LEXIS/NEXIS and WESTLAW. This course is a requirement for students enrolled in the J.D./LL.M. in comparative and international law. Other students may be admitted by consent of instructor. Students will conduct research on a specific topic determined by the instructor in consideration of the student's interest. 2 s.h. fall. *Germain*

## **V. LEGAL THEORY AND HISTORY**

**415. American Legal History.** A study of the development of American public and private law from the colonial period to the present. Examination. (Not offered 1991-92.)

**514. Chinese Law and Society (Seminar).** This course will survey Chinese legal thought and practice in the People's Republic of China. Particular attention is focused on the relation of law to social ideals, to social change, and to politics. The course will consider socialist theories of law, extrajudicial institutions, international law, and trade law. Prior familiarity with Chinese history or politics is unnecessary. (Not offered 1991-92.)

**513. Chinese Legal History.** A survey of Chinese legal history that focuses on late imperial law in the Qing dynasty (1644-1911). Attention will also be given to the legal transformations in the twentieth century. The course examines the way in which a legal system creates and reflects a society's particular "legal sensibility." Readings are drawn from Chinese codes, cases, and "detective novels" as well as, for comparative purposes, from European and American legal history. No previous background in Chinese history is required or expected. 2 s.h. spring. *Ocko*

**306. Comparative Administrative Law (Seminar).** An introduction to the comparative study of the major systems of administrative law in the West. This seminar is designed to introduce students to public law institutions and practices in systems substantially different from their own, to relate this knowledge to American law in order to enhance the student's understanding of the latter, and to place the rules and institutions of administrative law within their broader political, social and ideological contexts. It will commence with an introduction to comparative methodology in the public law context. The second part comprises a macro-survey of the British, French, American, German, and Australian systems. Finally some specific topics will be selected for more detailed, micro-comparison. Prerequisites: Prior or concurrent enrollment in Administrative Law (American or foreign). 2 s.h. fall. *Baxter*

**307. Comparative Law: Common Law Traditions (Seminar).** This course will focus on different approaches to law in England and America, as well as differences in their traditional legal theories. In particular, it will explore the more formal approach to law in England in connection with differences in legal sources, common law, and statute law. This course will then explore the relationship between these differences and some of the

institutional differences between the courts, the judges, the legal professions, and the law schools in the two countries. There are no prescribed texts but course materials will be available. (Not offered 1991-92.)

**305. Comparative Law: Western Legal Traditions.** A comparative study of civil law and common law systems, focusing on legal institutions, legal actors, their roles and backgrounds. This course will examine dissimilarities as well as the shared Western legal and intellectual heritage and analyze selected problem areas. 2 s.h. fall. *Handl*

**572. Comparative Public Law and Policy: Ethnic Group Relations (Seminar).** An interdisciplinary seminar to appraise various approaches to the reduction of conflict in deeply-divided societies, primarily in Asia and Africa. Substantial attention will be paid first to the nature of ethnic identity, the sources of group conflict, and the forms and patterns it takes. Consideration will be given to methods of analyzing social science materials and utilizing them for the design of policies, laws, and institutions. Approaches considered include federalism, regional autonomy, electoral law, parliamentary and presidential arrangements, and programs to prefer under-represented ethnic groups in education, employment, and other spheres of economic activity. Emphasis will be placed on forecasting and evaluating the impact of alternative approaches. 3 s.h. fall. *Horowitz*

**550. Constitutional History.** A three-part course, the first part is devoted to the Constitution's early history. The second part focuses on the institutions of slavery and the law before and after the Civil War. The third part focuses on the New Deal and its relations with the Supreme Court. 2 s.h. fall, 2 s.h. spring. *Dellinger, Franklin, and Leuchtenburg*

**359. Economic Analysis of the Law.** This course begins with a brief overview of elementary microeconomic theory, using examples drawn from various legal fields. It then explores the theory that the development of the common law can best be explained as a pursuit of efficient legal rules. Finally, application of the economic theory to selected special topics in the law is examined. (Not offered 1991-92.)

**589. Economic Analysis of Patent Law (Seminar).** This seminar will draw upon concepts from microeconomic theory to explore policy issues relevant to the design and implementation of an efficient patent system. A substantial portion of this seminar will be devoted to an examination of the conflict between antitrust law and patent law concerning the terms of patent licenses. Other topics to be studied include: the litigation and settlement of infringement suits, a comparison of trade secret law with patent law, and the scope of the disclosure requirement attendant to the patent grant. Our inquiry will emphasize consideration of the effect of patent institutions on the incentive to undertake research and development, and the costs to society of providing that incentive.

The necessary economic theory will be developed in the seminar, but a background in economics would certainly be helpful. Prerequisites: Antitrust law or intellectual property law, joint degree program in law and economics, or permission of the instructor. (Not offered 1991-92.)

**591. English Criminal History.** This seminar will examine the development of several crimes in the common law societies of England and America from the Middle Ages to the present. The work will be both historical and comparative; works on legal philosophy will also be examined. The class work for this seminar will be the same as that for History 196S; credit may not be obtained for both courses. In addition to the class work, law students will be required to write a paper of professional quality on the evolution of a particular crime. Limited Law School enrollment. (Not offered 1991-92.)



**529. Feminist Legal Theory (Seminar).** An examination of the theoretical underpinnings of feminist legal thought, including alternative concepts of equality, competing theories of the individual, the community, and the state, theories of social change, and feminist legal methodology. Seminar emphasizes tensions within feminist legal thought and cross-disciplinary feminist challenges to the concept of law. Gender and Law survey course is strongly recommended, but not required. 3 s.h. spring. *Morris*

**336. Gender and Law.** A survey of law which directly addresses claims of sex-based discrimination. Topics include access to employment, sexual harassment, comparable worth, parental leaves, marriage, alimony, child custody, rape, welfare law, higher education, and fetal abuse prosecutions. (Not offered 1991-92.)

**594. Interpretive Theory in the Legal and Literary Academies (Seminar).** This seminar will explore a number of related issues as they work themselves out in the course of legal theory from 1962 (Hart's *The Concept of Law*) to the present day. In addition to readings in legal theory there will be extensive consideration of seminal works in other disciplines: J. L. Austin's *How To Do Things with Words*, Michel Foucault's *The History of Sexuality*, Jacques Derrida's "Differance," Thomas Kuhn's *The Structure of Scientific Revolutions*, and shorter readings from the works of Terry Eagleton, Edward Said, E.D. Hirsch, Richard Bernstein, and Richard Rorty. Problems and issues to be discussed will include formalism, conventionalism, intentionalism, the nature of interpretive constraint, the role of rule in law, the relationship between theory and practice, the distinction between policy and principle and between law and power, and the opposition between rhetoric and principled argument. Readings in legal theory will include works by H.L.A. Hart, Lon Fuller, Ronald Dworkin, Michael Moore, Owen Fiss, Roberto Unger, Duncan Kennedy, Mark Kelman, Thomas Heller, James Boyle, Claire Dalton, and Robert Gordon. This course will move toward consideration of the critical legal studies movement and of the emerging feminist jurisprudence. (Not offered 1991-92.)

**366. Jewish Law (Seminar).** Study of factors (cultural and juristic) in the development of Jewish law, especially in the Talmudic and medieval periods; relationship between "religious" and "civil" law; the legal codes and the decision-making process of the rabbinic courts. Some legal texts (in translation) will be submitted to intensive examination. 2 s.h. fall. *Golding*

**235. Jurisprudence.** This course offers a general introduction to the philosophy of law through the examination of several questions: Is law a model of rules? Is adjudication objective? Is law neutral? Are rights antithetical to community? Do citizens have a moral obligation to obey the law? 3 s.h. fall. *Kornhauser*

**501. Legal Theory: The Critical Legal Studies Movement (Seminar).** This seminar will examine the arguments and proposals of the critical legal studies movement which in less than a decade has mounted an unprecedentedly severe attack on the legal establishment. The seminar will inquire first into the history of the movement and glance at the tradition of legal realism from which some say it derives. The seminar will then analyze key texts in the movement's emerging canon, noting both the structure of their arguments and the relation of those arguments to the disciplines from which they are taken: philosophy, literary criticism, feminist studies, anthropology, etc. Attention will also be paid to variants of the movement in other countries and a special focus will be the uneasy affiliation of the movement with some strains of feminism. Finally the seminar will attempt to clarify the issue that more than any other is at the heart of the contemporary debate, whether or not the critique offered by critical legal studies can be transformed into a positive project. Seminar members will be encouraged to write papers on areas of the law in which they are particularly interested. 3 s.h. fall. *S. Fish*

**527. Medical-Legal-Ethical Issues (Interdisciplinary Seminar).** A seminar composed of students and faculty from the Medical, Law, and Divinity Schools that will



critically consider selected pertinent issues of mutual professional interest. 2 s.h. spring. *Shimm et al*

**535. Philosophy of Law (Seminar).** This seminar will deal with four varieties of "natural jurisprudence": Adam Smith (*Lectures on Jurisprudence*), Lon Fuller (*Principles of Social Order*), Ronald Dworkin (*Law's Empire*), and John Finnis (*Natural Rights and Natural Law*). Brief weekly reports and a term paper are required. 3 s.h. spring. *Golding*

**516. Political Philosophy and Law (Seminar).** The seminar will analyze the relationships between political theory and the law in contemporary philosophy. Authors such as Strauss, Arendt, Foucault, Habermas and others will be studied in this context. The discussions in the seminar will be related to an abstract theoretical framework and to concrete contemporary legal and political issues. The seminar will meet during the first five weeks of the semester. A paper on an assigned topic will be the basis for the grade. The seminar should be of special interest to students in the International and Comparative Law and Philosophy joint degree programs. 2 s.h. fall. *Haarscher*

**556. Responsibility in Law and Morals (Seminar).** Investigation of the relationship between responsibility in the law and moral blameworthiness; excuses and defenses; the roles of such concepts as act, intention, motive, ignorance, and causation. Texts: Holmes, *The Common Law*; Hart, *Punishment and Responsibility*; Morris, *Freedom and Responsibility*. (Not offered 1991-92.)

**316. Rights and the Environment (Seminar).** This course will be a critical examination on how several philosophical and jurisprudential traditions address the issues of environmental quality and resource depletion. The traditions to be examined will include utilitarianism, Kantianism, the land ethic of Aldo Leopold, and the Aristotelian emphasis on virtue and character. A paper exploring specific issues within one or more such traditions will be required. (Not offered 1991-92.)

**561. Theological Dimensions of the Law (Seminar).** A legal system inevitably overlaps with systems of belief and value, usually but not always termed religious, which claim to provide an ultimately valid construction of reality and a finally determinative set of values. Historically, most cultures have recognized this overlap by enlisting the law as a servant of religion and/or by invoking religion as the underlying justification for the law. It is arguable that the United States has attempted to do neither. This course will examine Western religious and theological reflections on the nature and legitimacy of law and politics and on the appropriate course requirements through a variety of means including essays, short reflection papers, long papers, and class presentations. (Not offered 1991-92.)

**486. Fourth Circuit Development (Seminar).** Research for the bicentennial history of the United States courts of the Fourth Circuit from 1789 to the present. Individual research and group discussion on the development of judicial institutions and research law in this southern circuit. 3 s.h. spring. *P. Fish*

## INDEPENDENT RESEARCH

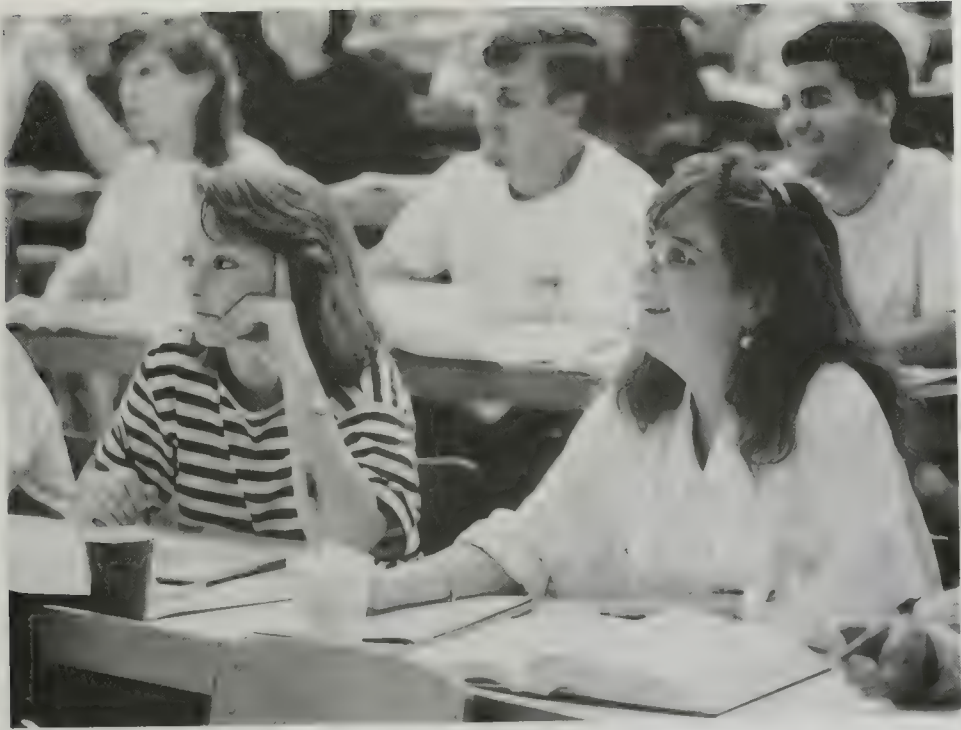
Law students in their second and third year of the J.D. or LL.B. programs may undertake up to four semester-hours of independent research in any academic year if the research is approved by a faculty member. Research will be graded on a credit/fail basis. Students undertaking independent research will meet regularly with the faculty member supervising the research in order to ensure contemporaneous discussion, review, and evaluation of the research experience.

## **AD HOC SEMINARS**

A group of five or more students may plan and conduct their own research and seminar program for not more than two semester-hours of credit (which shall be considered to be independent research within the meaning of the maximum limitation of four semester-hours of independent research each year). A request to establish such an ad hoc seminar should be addressed to the dean at least two months before the end of the semester preceding the semester in which the seminar is proposed and contain an outline of coverage and required readings. The dean will request a member of the faculty to evaluate the program and determine whether the proposed program has academic merit. If approved by the dean, a faculty member will be requested to evaluate the contribution of each participant before awarding credit. A written paper of the kind generally submitted in seminars will be required of each participant. Such seminar work shall be graded on a credit/fail basis.

## **COURSES IN OTHER DIVISIONS OF THE UNIVERSITY**

Second- and third-year students other than joint degree candidates may take courses offered in other divisions of the University. Credit (limited to a total of six semester hours or nine semester hours with special approval) toward the J.D. degree will be granted for courses of suitable academic rigor in which the student earns a grade of C (or its equivalent) or better. A written request for permission to enroll in a University course outside the Law School must be presented to the associate dean for student affairs. The actual grade earned in the course will be made a part of the student's permanent record, but will not enter into the Law School grade point average unless the student receives a failing grade.





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## *Degree Programs*



## The First Professional Degree in Law

**Juris Doctor.** Upon favorable recommendation of the faculty, the degree of Doctor of Law (J.D.) will be conferred upon students who have successfully completed six semesters of law study in residence at Duke. Two semesters of law study undertaken at another accredited American law school may be counted toward the required total if the final two semesters (exclusive of a summer session) and a minimum of fifty-six semester-hours of law study are undertaken at Duke, except as specifically authorized by the law faculty.

Students shall be deemed successfully to have completed six semesters of law study if, during a minimum of eighty-four weeks of class, they have satisfied the following requirements:

1. a passing grade in courses aggregating eighty-six semester-hours; and
2. a grade-point average of at least 2.1 and status in good standing under the rules of the Law School.

Six hours of credit toward the J.D. degree (nine with special permission of the Administrative Committee), may be earned in courses taken outside the Law School in the Graduate School or in upper-level undergraduate courses or in courses in foreign languages.

**Bachelor of Law Degree.** Upon favorable recommendation of the faculty, the degree of Bachelor of Law (LL.B.) will be conferred upon students who have satisfied all of the requirements listed above as necessary for the Doctor of Law degree but who do not possess a baccalaureate degree prior to completion of the program of study for the Doctor of Law degree.

## Joint Degrees for Enrichment: Summer Programs

**Master of Arts for Law Students.** The School of Law and the Graduate School of Duke University jointly sponsor a program of study in law and several alternative disciplines, including cultural anthropology, economics, English, environmental studies, history, philosophy, political science, public policy science, and an interdisciplinary program in the humanities. The purpose of the program is to encourage the broader intellectual interests of law students and to foster dialogue between law and related disciplines. Upon satisfactory completion of the required course of study, candidates will be awarded both the A.M. and J.D. degrees.

Students enter the program in the summer prior to the first year of Law School, undertaking a portion of the first-year law curriculum. Throughout their remaining six semesters in residence, students will combine their legal studies with courses selected from the Graduate School curriculum, generally taking two Graduate School courses per semester during the first year and four more Graduate School courses in the final four semesters.

**Master of Laws (International and Comparative Law).** Since 1985, the Law School has offered the opportunity to selected J.D. candidates to pursue a Master of Laws degree emphasizing international and comparative law study contemporaneously with their study for the J.D. degree. Students accepted to the program will enter in the summer, undertaking a portion of the regular first-year curriculum with students who are pursuing the joint J.D./A.M. program described above. During the remaining six semesters of law study and in a four-week period of study at Duke's Institute of Transnational Law, now located at the Free University of Brussels in Belgium, during the summer after their first year of Law School, J.D./LL.M. students will complete requirements for both degrees. The courses selected for application toward the LL.M. will consist primarily of international-, comparative-, and foreign-law courses at the Law School and at the Institute of Transnational Law but may also include courses taken in related fields in other divisions of the University. The area studies program at Duke is particularly rich in courses dealing with Canada, China, Germany, and Japan.

Candidates for the LL.M. degree will be required to complete twenty credit hours of approved courses, including a significant written product, with a minimum grade point average of 2.5. Students must also demonstrate competency in at least one foreign language. Six of the twenty hours required for the LL.M. may be taken in the Graduate School or in upper-level undergraduate course work, including advanced language study.

## **Program for Completion of J.D. Degree in Less than Three Years**

Beginning in 1990, the Law School offers a program under which students may earn a J.D. degree in less than three years. Participants begin Law School during the summer, attending classes with joint degree candidates. During a later summer they must attend classes at another excellent law school. While certainly not for everyone, this program will enable participants to reduce by approximately six months the time required to obtain a J.D. degree, which may have the effect of lowering the effective cost of a legal education. Interested students should inquire with the Admissions Office.

## **Advanced Professional Degrees in Law**

The Law School program is primarily designed to serve students seeking a first professional degree in American law. Except for international students and participants in the J.D./LL.M. program described above, students are rarely admitted for the purpose of continuing the study of law at the master's or doctoral levels, although the faculty is empowered to authorize such admissions. Applications for such study by American graduates of American law schools are not sought. International students should consult the chapter of this bulletin addressed to them.

**Master of Laws (LL.M.).** Most international students seek the master's degree, having already been trained in the law of their own countries. To qualify for this degree, the student must successfully complete two semesters of study in residence, and must complete no fewer than twenty-one semester-hours with a cumulative grade point average of 2.5. Included in the twenty-one credits of work must be at least two credits of individual written work completed either in a seminar or in an independent study course supervised by a faculty member. Students are also required to take a first-year course. Most foreign students will be expected to enroll in American Law for International Students.

The remainder of the academic program is individually selected by the student from the curriculum offerings for first- year and upperclass students. International students will attend classes with American students and will participate in the same grading procedures. The degree will be granted to students who achieve a grade point average



of 2.5 by the end of the academic year. Candidates are expected to complete the LL.M. degree in one year except in exceptional circumstances.

**Doctor of Juridical Science (S.J.D.).** Duke Law School accepts very few applications for the S.J.D. degree. Foreign students who have already earned a degree in American law at the master's level may apply for admission to the S.J.D. degree, however. Only students who have achieved excellent academic records throughout their law study and, in particular during the master's degree program, should seek admission. It is expected that S.J.D. candidates will be able to conduct original research and will produce a thesis that makes a contribution to legal scholarship.

Applicants to the S.J.D. program should submit all materials promptly. In order to evaluate the application, it is necessary for Duke Law School to have a proposal for the doctoral thesis and at least one sample of written work, such as a completed seminar paper. References from professors who have taught applicants at the master's level should also be provided. A transcript of all courses completed at the master's level must be received before consideration can be given to an applicant. At the discretion of the Curriculum Committee, candidates may be required to complete one or more semesters of course work before beginning the doctoral thesis. The program will take from two to three years to complete, depending on the time required to write the doctoral thesis.

## Other Professional Degrees for Lawyers

**Master of Business Administration.** The School of Law and Duke's Fuqua School of Business have established a combined program of studies in law and graduate-level business administration. The aim of the program is to provide a small number of selected individuals with the opportunity to acquire an education in both law and business administration in a four-year course of closely integrated study in the two fields. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.B.A. and the J.D. degrees.

The student in the M.B.A.-J.D. program begins the first-year course of study in either the Fuqua School of Business or the School of Law. If the student begins in the Law School, the first-year curriculum is the same as that of other law students; if the student begins in the Business School, the first-year curriculum is the same as that of other graduate business students. The student's second year consists of the full first-year program of the other school. In the third and fourth years of the program, the student takes a mix of courses in both schools, but mainly in the Law School.

**Master of Arts in Public Policy Sciences.** The School of Law and the Institute of Policy Sciences and Public Affairs of Duke University have established a combined program of studies in law and graduate-level policy sciences. The aim of the program is to provide an opportunity for students to acquire decision-making skills and substantive policy knowledge that would be useful in either career or citizen roles dealing with problems of the public sector. Upon satisfactory completion of the required course of study, candidates will be awarded both the A.M. and the J.D. degrees.

The combined program requires completion of seven or eight academic semesters and one summer internship. The first year is spent exclusively in the Law School pursuing the same course of study as do other first-year law students; the second year exclusively in the Institute of Policy Sciences; and the third and fourth years primarily in the Law School. In addition, the student must select a substantive policy area in which to concentrate from among the fields of the administration of justice, communications policy, health policy, and education policy; a summer internship and thesis will be required in the chosen area. Since 1985, students also have the option of pursuing the A.M. through participation in the summer-entering program described above, although the institute prefers that students enroll in the seven- or eight-semester program.

**Doctor of Medicine.** The School of Law and the School of Medicine of Duke University jointly sponsor a program of combined legal and medical education. The program provides an opportunity to acquire a full basic study of the two fields. Upon satisfactory completion of the required course of study, candidates will be awarded both the J.D. and M.D. degrees.

The student in the M.D.-J.D. program begins a six-year course of study in the School of Medicine. As in the regular M.D. program, the first year is devoted to the basic medical sciences, and the second year to the basic clinical disciplines. At this point, the student usually enters the Law School, where the first-year curriculum is the same as that of other law students. During the next three or four semesters, the student may select courses in the Law School that are of special application to medical-legal interests. After completing law requirements, the student returns to the Medical School for elective clinical work tailored to the student's specialized needs. In addition, eighteen semester-hours, or two summer sessions, of elective basic science work are required.

**Master of Health Administration.** The School of Law and the Department of Health Administration have established a combined program of studies in law and health administration. The aim of the program is to provide interested persons with the opportunity to acquire an education in both law and health administration in an integrated four-year course of study in the two fields. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.H.A. and the J.D. degrees.

The student in the M.H.A.-J.D. program, after completing the first two semesters of the basic M.H.A. program, enters the Law School, where the first-year curriculum is the same as that of other law students. In the third and fourth years of the program, the student continues in the Law School, completing requirements for the law degree, including two electives approved by the Department of Health Administration, and takes ten more semester-hours of M.H.A. course work. In the Law School, the student is encouraged to emphasize courses relating to public law and administration. Opportunities for special activities in health law will be made available to the student by the Department of Health Administration over the course of the program.

**Ph.D. in Political Science.** Beginning in the fall of 1991, the Law School and the Department of Political Science will offer a joint degree program combining a J.D. in law and a Ph.D. in political science. The coordinated course of study which permits some reduction in the required course work for each degree, is intended to integrate in a comprehensive, rigorous manner the subject matter and methodology of both disciplines. Study may be undertaken in areas such as American government, political theory, comparative government, and international relations.

The joint program is extremely selective and demanding, requiring approximately seven years to complete. Only students strongly committed to careers where holding professional degrees in both disciplines is of great importance should apply. Graduates of the joint program would be well-positioned to conduct research and to teach either in law schools or departments of political science or to pursue careers in government, international institutions, or the private sector.

Study is underway that may lead in future years to similar joint J.D./Ph.D. programs with one or more additional departments.

## The Secondary Degree in Law

### MASTER OF LEGAL STUDIES

Upon favorable recommendation of the faculty, the degree of Master of Legal Studies (M.L.S.) will be conferred upon students who have successfully completed a one-year program of study in the Law School. Students specifically admitted to candidacy for this degree will pursue an individually designed curriculum including both

first-year and upperclass courses. The degree may also be awarded to J.D. candidates who meet its requirements and who decide not to continue the study of law.

Students will be deemed successfully to have completed a one-year program of study in the Law School if, during a minimum of thirty academic weeks, they have satisfied the following requirements:

1. a passing grade in Law School courses aggregating thirty semester-hours, excluding cross-listed courses, and including at least one course requiring substantial supervised writing, and
2. a grade-point average of at least 2.3 and status in good standing under the rules of the Law School.



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## *Beyond the Curriculum*



## Publications

***Law and Contemporary Problems.*** Since 1933, the Law School has published the quarterly, *Law and Contemporary Problems*. The journal is distinctive among professional legal publications in both format and content. Each issue is devoted to papers from a symposium on a particular topic of contemporary interest. These topics often reflect an interdisciplinary perspective with contributions by lawyers, economists, social scientists, scholars in other disciplines, and public officials. The journal also publishes student notes related to recent symposia.

The journal is widely distributed; and its subscribers include general university libraries, governmental agencies, and foreign educational institutions, as well as the more traditional law libraries and law firms. *Law and Contemporary Problems* is monitored by a general editor, who teaches editing skills, and a faculty advisory committee.

Twenty-five upperclass law students serve on the staff of this publication. They are responsible for editorial work on the symposia. Ten rising second-year students and five rising third-year students are selected each year on the basis of excellent grades and/or superlative performance in a writing competition or other exercise.

***Duke Law Journal.*** The Law School publishes the *Duke Law Journal* six times a year. Edited by students, the *Journal* is among the most prestigious and influential legal publications in the country. Approximately one-third of the contents of each issue consists of student notes dealing with current legal developments; the balance is devoted to articles and comments by professors and practitioners. Full responsibility for the selection and editing of material is vested in the *Journal's* student editorial board and its elected officers.

The *Journal* staff is chosen based on academic performance in the first year and/or demonstrated writing ability in a writing competition. Students transferring to Duke from other schools may participate in a writing competition in the fall. *Journal* membership may also be achieved by the submission of a publishable note.

Each year one *Journal* issue focuses on topics in administrative law. The *Journal* frequently devotes an issue to a symposium. Recent symposium topics include the frontiers of legal thought, the independence of administrative agencies, and legal responses to changes in corporate structure.

**Alaska Law Review.** Since 1983, Duke Law School has published the *Alaska Law Review*. Alaska has the highest number of lawyers per capita of any American state, and a range of cutting edge legal issues in the areas of natural resources law, environmental law, land use planning, economic development, state-federal relations, and Native American rights. Since Alaska has no law school, Duke agreed with the Alaska Bar Association to provide a professional journal of law responsive to the needs of Alaska's diverse legal community.

While supervised by a faculty advisory committee and a general editor, student editors have primary responsibility for writing, editing, and managing the *Alaska Law Review*. Twelve rising second-year students are chosen as editors on the basis of excellent first-year grades and/or superlative performance in a writing competition. In addition, students may be selected for membership on the *Review* by submitting a publishable note.

Student notes form the bulk of the material in the *Review*, which is published semiannually. The articles and student notes focus on topics of interest to the practicing attorney in Alaska.

**Duke Journal of Comparative & International Law.** The Law School's newest publication, the *Duke Journal of Comparative & International Law*, was established in 1990. Drawing on the faculty's academic specialties and on the J.D./LL.M. in International and Comparative Law degree program, the *Journal* is published semiannually. The December issue focuses on the European Economic Community, and the June issue is devoted to topics of general interest. Both issues contain articles and student notes.

Approximately ten staff members are selected annually on the basis of writing ability demonstrated by the submission of a publishable note or superlative performance in a writing competition. In addition, several international students earning the LL.M. degree are selected each year on the basis of academic record and/or special skills or interests that indicate their likely contribution to the *Journal*.

## Honorary, Professional, and Social Organizations

**The Duke Bar Association.** The Duke Bar Association coordinates the professional, social, and other extracurricular activities of the student body. The association resembles in its composition and purpose both a university student government and a professional bar association. It takes care of student grievances and serves as a mediator between students, faculty, and the administration. The association oversees all student organizations, publicizes Law School activities, sponsors athletic and social programs, and disburses its dues funds among the school's organizations.

**Moot Court Board.** The Moot Court Board is composed of second- and third-year students who are chosen on the basis of their performances in intramural moot court competition. The board supervises the intramural Hardt Cup and Dean's Cup Competitions, and beginning in 1991, the Rabbi Seymour Siegel Moot Court Competition, an interscholastic competition devoted to ethics. In addition, the board provides personnel for teams entering intercollegiate competition.

**International Law Society.** The International Law Society coordinates law students' professional activities in international legal matters through three areas of focus. First, it encourages international advocacy by sponsoring a team to participate in the annual Philip C. Jessup International Moot Court Competition; Duke's team advanced to the world finals in 1989 and 1990. Second, it organizes an annual Distinguished Speakers Series with lectures focusing on current issues in international law and politics. Third, it has published the *International and Comparative Law Annual*, which recently became the School's newest law journal. In the past the Society has also organized conferences, as well as social events with its counterpart at the Business School. Membership is open to the entire student body.



**Women Law Students Association.** Women Law Students Association provides a central organization through which women law students can meet to form friendships and to share problems unique to women in the legal profession. The group works as a clearinghouse for information in areas of particular concern to women through bulletin board notices and informal presentations at faculty-student receptions. The group also communicates with women's groups in other law schools in North Carolina, maintains memberships in several state and national organizations, and teaches an undergraduate course on women and the law.

**Deans' Advisory Council.** Members of the Deans' Advisory Council are selected by several deans and administrators of the Law School. Selection for membership reflects the collective judgment that the student is unusually deserving of trust and respect, and manifests traits for which the school would like to be known. The work of the Council is to assist the administration of the Law School in its public contacts. Members represent the school in dealing with admissions applicants, placement interviewers, alumni, supporters, and guests. Membership in the organization generally continues after graduation; alumni members continue to assist in the same areas of administrative work. Membership involves a substantial commitment of time and energy to the welfare of the school.

**Black Law Students Association.** The Law School chapter of BLSA is affiliated with the regional and the national BLSA. The aims of the local chapter are to provide a responsive student organization to aid the individual black law student at Duke and to instill a greater awareness of and commitment to the needs of the black community.

**American Bar Association's Law Student Division.** The ABA/LSD, active in virtually every law school in the country, is the way for law students to make contact with the nation's largest professional association for lawyers, the American Bar Association. A member of the Fourth Circuit, along with the law schools of Virginia, West Virginia, and North and South Carolina, Duke has played a strong leadership role in the circuit as well as at the national level of the division. A small enrollment fee entitles the Law Student Division member to a subscription to the ABA magazine *Student Lawyer*, to inexpensive ABA-sponsored health insurance, and to information about the ABA's programs and publications on specialized areas of the law. The ABA/LSD also promotes various advocacy and essay contests throughout the school year.

**Forum for Legal Alternatives.** The FLA is made up of students from all three classes who are interested in information about less traditional legal careers. In the past few years the FLA has brought lawyers to the Law School to speak on legal services, environmental law, union labor law, child advocacy, government work, and setting up a solo practice after law school. The group works with the Placement Office to provide information on employment opportunities in the public interest fields and maintains contacts with the North Carolina chapter of the National Lawyers' Guild and other public interest and civil rights groups in the area. As a respite from its serious work, the FLA has a potluck dinner each semester.

**Student Funded Fellowship.** The SFF provides living-expense stipends to several students each year who work in nontraditional or public interest legal jobs. Law students and members of the faculty and administration contribute to the SFF. The fund is then allocated to recipients by the fellowship's Board of Directors.

**Voluntary Income Tax Assistance.** For many years law student volunteers have provided tax preparation assistance to low-income people in the community. Two or more sites in Durham are staffed by the Law School for eight weeks prior to the tax filing deadline.

**Prisoners Rights Project.** The PRP is a volunteer organization of law students. Its goals include educating prisoners about the law and criminal procedure, promoting their rights to humane conditions, and assisting them in preparing postconviction motions. Volunteers answer prisoner questions about court procedure, sentencing classification, privileges, discipline, medical care, and conditions of confinement generally.

**Federalist Society.** The Duke chapter of the Federalist Society is a group of conservative and libertarian students interested in the current state of legal order. The Society is founded on the principles that the state exists to preserve freedom, that the separation of governmental powers is central to our Constitution, and that it is the province and duty of the judiciary to say what the law is, not what it should be. The Society seeks both to promote an awareness of these principles and to further their application through its activities. In the past, the group has hosted distinguished judges and other speakers and has sponsored debates between members of the academic community. Membership is open to interested students.

**Duke Society for Medical-Legal Affairs (DSMLA).** DSMLA is an interdisciplinary organization which includes students from the schools of medicine, law, health administration, public policy, nursing, and physical therapy. The purpose of DSMLA is to foster understanding and discussion of the many areas where law and medicine interface, including medical malpractice, biomedical ethics, medical corporate law, quality assurance, and risk management. Membership is open to all law students.

**Graduate and Professional Student Council (GPSC).** The GPSC represents students in the business, divinity, forestry, graduate, law, medical, and nursing schools. These schools comprise approximately 4,000 students or nearly 40 percent of Duke's student body. GPSC appoints representatives to many university and trustee committees and responds to proposals and reports. GPSC also plans interdepartmental and interschool social events, and publishes a monthly newsletter.

**Environmental Law Society (ELS).** The ELS was founded in 1988. Its long-term goal is to create a vital environmental program at the Law School to prepare students for entry into the expanding field of environmental law. Its immediate goals are to promote student awareness of environmental issues and to highlight growing career opportunities in both the public and private sectors. ELS sponsors a successful recycling program at the Law School and hosts speakers, conferences, camping trips and social events.

**Christian Legal Society (CLS).** CLS is a fellowship of students committed to integrating their faith in Christ with their Law School experience and their legal careers. Activities include Bible studies, fellowship events, discussion meetings, and speakers.

**Duke Jewish Law Students Association (DJLSA).** DJLSA is an organization of law students, faculty, and alumni share an interest in Jewish legal issues and socio-political concerns. The purpose of the organization is to serve as a forum in which beliefs touching upon those concerns may be expressed. DJLSA sponsors lectures and social events.

**Entertainment and Sports Law Society.** The Entertainment Sports Law Society was formed in 1989 and sponsors speakers on different aspects relating to legal issues in the sports and entertainment industries.

**Committee on Gay and Lesbian Legal Issues (COGLLI).** COGLLI is an organization open to all students designed to promote the awareness of sexual orientation in society and in the law. The committee seeks to provide a forum for discussion of gay and lesbian issues and to sponsor related events at the Law School. A long-term goal is to promote tolerance, open mindedness, and acceptance of sexual diversity in both the legal community and in society at large.



**Duke Chapter of Amnesty International.** Amnesty International, founded in 1961, is a worldwide nonpartisan organization, independent of any government, political faction, ideology, economic interest or religious creed. Its Legal Support Network provides legal assistance to the organization and uses its legal expertise to do research in comparative and international law, to address specific cases of human rights abuses, to promote international human rights law, and to promote greater awareness of human rights concerns.

**Order of the Coif.** The Order of the Coif is a national legal scholarship society with a local chapter at Duke University School of Law. Its purposes are "to foster a spirit of careful study and to mark in a fitting manner those who have attained a high grade of scholarship." Election is restricted to students standing scholastically in the highest 10 percent of the graduating class.

## Entertainment and Recreation

Various recreational facilities are available on campus to students. The Bryan Center contains the Reynolds Theater and the Schaefer Laboratory Theater, as well as a film theater, an art gallery, banquet rooms which are available to students at minimal cost, and lounges and patios for student meetings.

Students of the Law School are also entitled to use the university gymnasiums, tennis courts, swimming pools, golf course, and other facilities. Within a short distance from the campus one may enjoy horseback riding, woodland hiking, and sailing. Other opportunities for physical activity are available in the intramural program, as well as through such activity groups as the outing, sailing, and cycling clubs. North Carolina's mild climate makes most outdoor sports possible during much of the school year. The Appalachian ski slopes are about three and a half hours to the west, the Outer Banks the same distance to the east.

University athletic contests are held on the campus at various times during the academic year. Duke is a member of the Atlantic Coast Conference.

## Employment Opportunities

The study of law is demanding. It is designed to occupy the full time of the student and calls for the highest level of concentration. It is unwise for students to dilute their efforts by outside work, especially during the critical first year of study. Accordingly, employment during the first year is strongly discouraged.

For those who find some outside earnings necessary to meet the expense of studying law at Duke and who qualify for the college work/study program under applicable federal regulations, arrangements have been made to provide some part-time employment in the Law School. A number of positions in the law library are filled by law students. Students are often employed in their second and third years as research assistants for faculty members. The university maintains a general placement office to aid in finding employment, and law students may serve as undergraduate residence advisers if they have been at Duke one year or have previously held similar positions.

**Employment Limitations.** While students should limit their employment for academic reasons, no student may be employed for more than twenty hours per week during the academic year. This twenty-hour limitation is not only a rule of Duke Law School, but is also a requirement of the American Bar Association for the status of a full-time student eligible to graduate in three years.

Law student spouses who seek employment will find opportunities as good here as in most other areas of the country. Laboratory and technical workers, secretaries, computer programmers, technicians, and medical personnel are among the workers most in demand in this area. Spouses who are teachers will find the names of the superintendents of schools in nearby districts listed in the *Duke Law School Handbook* (see



below). The university personnel office and the Medical Center personnel office assist interested persons on locating suitable employment on campus.

## **The Duke Law School Handbook**

Incoming students are supplied with a handbook containing useful information which is compiled and updated each year by the DBA. Topics covered include housing, transportation, living needs and expenses, Law School facilities, student health facts including information on the university's Counseling and Psychological Services, and data for married students such as educational and employment opportunities. Also included in the handbook is information on facilities for the handicapped, for whom the school makes special provision as required above and beyond its already considerable accessibility.

## **Computer Facilities**

Duke Law School has recently installed a student computer network. A growing number of instructors use computers in connection with assignments, particularly in the first-year research and writing program.

The Law School has decided to standardize its computer facilities with AT-compatible (MS-DOS) equipment. Word Perfect is the principal word processing program. While students may use other types of equipment and word processing programs, compatibility should be considered. Apple products have only limited compatibility and are not supported by the Law School, except for limited printing and conversion of documents produced on Macintosh computers.



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## *Law Library*





The written law in its variety of forms is the basic working material of the practicing attorney and the legal scholar. At Duke, law students utilize the resources of the library collection and the skills of the highly trained library staff in the development of research skills that will serve them throughout their professional careers.

The Duke Law Library is more than a repository of books. Recognizing its place at the center of the Law School community, the library offers accessible, well-organized collections and services. Both group and individual study areas are arranged in proximity to the most-used materials. The entire collection of over 400,000 volumes is a major research collection designed for the educational needs of law students. It features comprehensive coverage of basic Anglo-American primary source materials, including nearly all reported decisions of federal and state courts, as well as current and retrospective collections of federal and state codes and session laws. Digests, legal encyclopedias, and other indexing devices provide access to the primary documents. Materials subject to heavy student use are available in multiple copies. Comprehensive collections of records and briefs from the United States Supreme Court, the Fourth Circuit Court of Appeals, and the North Carolina Supreme Court and Court of Appeals are maintained in microform and hard copy. The library maintains an extensive and continuously expanding collection of legal treatises. These are organized in the familiar Library of Congress classification system and are accessible through the Duke University public online catalogue and the traditional card catalogue for older materials. Special treatise collections are maintained in several subject areas, including the George C. Christie collection in jurisprudence and the Floyd S. Riddick collection of autographed senatorial material.

The periodical collection includes extensive runs of all major legal research journals, bar association publications, institute proceedings, and newsletters. The library is a selective depository for United States government publications, with concentration on congressional and administrative law materials. Hard copy document holdings are supplemented by an extensive microform collection, which includes complete runs of the *Congressional Record* and the *Federal Register*, all post-1970 congressional materials, congressional committee prints dating back to the mid-nineteenth century, and a number of special subject collections. In addition, law students have access to the extensive



documents collection of the main campus library. Important state government documents are collected in both hard copy and microform.

In addition to its Anglo-American holdings, the library holds substantial research collections in foreign and international law. The foreign law collection is extensive in coverage, with concentrations in Canadian, other commonwealth, and European law and business law materials. The international law collection is strong in primary source and treatise material on both private and public international law topics.

But the success of a law school library depends as much on the quality of the services it provides as on the strengths of its collection. At Duke, the library staff includes nine librarians with graduate degrees, five of whom hold additional degrees in law. The staff takes its role in the legal education process seriously. The law-trained staff members serve as instructors for the legal bibliography segments of the first-year research and writing program and regularly offer seminars in topics of advanced legal research. The staff produces a series of research guides, a newsletter, and various current-awareness services. It also maintains bibliographies of books and articles by Law School faculty members. The library publications have been honored with the American Association of Law Libraries' Law Library Publications Award. Presently, AALL's quarterly journal, *Law Library Journal*, is edited at Duke.

Phase I of the Law School renovation, completed in December 1989, transformed Library Level I into an exciting modern environment for legal research and study. The installation of moveable compact shelving more than doubled the book storage capacity of that floor and created a new study area outfitted with large carrels and comfortable study tables. The fifteen carrels are equipped with personal computers, linked into the Student Research Network, an MS-DOS-based local area network providing shared access to word processing software (WordPerfect), legal research databases (LEXIS and WESTLAW), computer-assisted instruction exercises, grammar checking and cite checking software, and the local online catalog. The network is designed to implement a

workstation concept: one location at which a student can work with books and computer-based resources, create documents and print them.

The library has always actively promoted computer applications in support of the curriculum, the first-year writing program, and other student and faculty research activities. The library is a member of CALI, the Computer-Assisted Legal Instruction Center, and makes CALI exercises available through the Student Research Network. Students are assigned CALI exercises in class or use them on their own.

Students at Duke also have access to a variety of online information sources. The major legal databases, LEXIS and WESTLAW, are available through the Student Research Network and through other terminals in the library. Home access is also available for students who have their own PCs and modems. An increasing number of full-text and bibliographic databases, as well as comprehensive indexing services, are available through services such as NEXIS, VU-TEXT and DIALOG, all of which are available to students directly, or with staff assistance. In addition the library is implementing CD-ROM technology through LEGALTRAC, an index to legal periodical articles, and West Services CD-ROM libraries in taxation, bankruptcy, government contracts, federal civil practice, and other subjects.

The library is part of the Law School and is administered independently of the main library system at Duke. The Duke University Libraries (Perkins, Law, Business, and Medical) contain one of the major research collections in the country, holding nearly 4,000,000 volumes.

To obtain materials not available locally, the law library staff makes use of a computerized interlibrary loan network, which allows retrieval of information from libraries throughout the country. Cooperation with other libraries, both on and off campus, ensures that materials are available when needed for the Law School community.

The staff of the Law Library in 1991-92 includes the following professionals:

Richard A. Danner, B.A., M.S., J.D., *Director of the Law Library and Professor of Legal Research*

Hope E. Breeze, B.A., M.L.S., *Head of Technical Services*

Margaret M. Collins, A.B., J.D., M.I.L.S., *Reference Librarian and Lecturing Fellow*

Janeen J. Denson, A.B., M.S.L.S., *Circulation Librarian*

Claire Germain, B.A., LL.B., M.C.L., M.L.L., *Associate Director of the Law Library and Senior Lecturing Fellow in Comparative Law and Legal Research*

Doris M. Hinson, B.A., M.L.S., *Cataloger*

Kenneth J. Hirsh, B.A., J.D., M.L.S., *Reference Librarian and Lecturing Fellow*

Janet Sinder, A.B., J.D., M.S., *Senior Reference Librarian and Lecturing Fellow*

Gretchen Wolf, B.S., M.S., *Acquisitions Librarian*



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## *International Students*



## International Law Study at Duke

Duke Law School welcomes international students from countries throughout the world to all its programs of study. Highly qualified international students who seek exposure to the American legal system and the legal profession are encouraged to apply to Duke.

### Degree Programs for International Students

**Juris Doctor (J.D.).** Foreign students may be admitted to pursue the J.D. degree. This program should only be attempted by students who are prepared to handle the difficulties of an American legal education. International students at Duke enter into a program designed for very able professional students who, of course, possess a substantial background in American culture and are familiar with the American educational system. No other academic discipline makes such enormous demands on the intellectual adaptability of the students. J.D. applicants whose first language is not English must present a high score on the Test of English as a Foreign Language (TOEFL). They are also required to take the Law School Admission Test (LSAT). Candidates who have earned professional law degrees in systems not dissimilar to the American system may be able to receive credit for as much as one-third of the course work required for the completion of the J.D. degree. Students who have completed the LL.M. degree in the United States may also apply to the J.D. program; in some cases, they may receive credit for courses taken in other American law schools and may be able to complete the J.D. degree in fewer than three years. All inquiries about the J.D. program should be directed to the Law School Office of Admissions.

**Master of Laws (LL.M.).** Most international students seek the master's degree, having already been trained in the law of their own countries. The degree requires two semesters of study in residence and a minimum of twenty-one semester hours of course work.

Students are required to take one first-year course which brings them into contact with American students facing similar academic challenges for the first time. A second requirement is enrollment in a seminar or an independent study course with a faculty member, the end product of both being the submission of a substantial piece of written work by the student. Most international students will also take Introduction to American Law and a two-credit legal research and writing course. The remainder of the program is individually selected by the student from the J.D. curriculum with the guidance of a faculty adviser. LL.M. students participate in classes with J.D. students and the same grading scale is applied. International students whose first language is not English are

given extra time on final examinations, however. Students are normally expected to complete the degree in one year.

**Doctor of Juridical Science (S.J.D.).** International students who have already earned a degree in American law at the master's level may apply for admission to the S.J.D. program. Admission is extremely selective, and students should apply only if they have outstanding academic performance records from both their home and their American institutions. S.J.D. candidates are expected to be able to demonstrate that they are capable of conducting original research and will produce a thesis that makes a significant contribution to legal scholarship. Applicants should submit transcripts from all previous academic institutions at which they have studied; references from at least two faculty members very familiar with the applicant's credentials, including at least one faculty member acquainted with the applicant's studies in the United States; a sample of written work; and a preliminary thesis proposal. Students admitted to the S.J.D. program will usually be asked to complete one to two semesters of course work at Duke before undertaking the thesis component of the degree. The student's research and thesis will be supervised by a faculty member highly qualified in that area of law and by two additional faculty members in the same or related fields. The candidate will undergo an oral examination on the thesis before it is submitted for completion of the degree. The S.J.D. will take two to three years to complete. It should be noted that very few students gain admission to this program of study.

## **Admission of International Students**

A separate admission process is maintained for foreign students applying to the LL.M. or S.J.D. programs. Prospective applicants should write for forms and information to Judith Horowitz, Associate Dean for International Studies. An application fee of \$55 is charged and should accompany the application. Students from countries where English is not the principal language are required to present a satisfactory score on the Test of English as a Foreign Language (TOEFL), which is administered by the Educational Testing Service of Princeton, New Jersey. For further information, appropriate officials at the student's university should be consulted.

Applications and supporting material should reach Duke by February 15. Students who sit for the TOEFL later than January are advised that it often takes up to two months for examination results to reach Duke. Late TOEFL scores and other application materials may seriously delay or even jeopardize admissions decisions. Applicants will be notified of acceptance beginning in late February. The LL.M. class is normally filled by late April. It is to the applicant's advantage to apply early. Admission is for the fall semester only.

## **Financial Aid**

Duke offers limited financial assistance to international students. Foreign applicants admitted to Duke will be required to supply assurance of their ability to pay their tuition and living expenses. A deposit fee of \$500 will be required to confirm acceptance of a position at the Law School. All non-U.S. citizens will need to provide proof of sufficient financial support for their program of study in order for the university to initiate the student visa process. Foreign students admitted to the J.D. program must have funds available for all three years of the degree program. The school does not award new scholarship funds on the basis of need or merit once the student matriculates.

## **Housing**

Duke University maintains furnished apartments in which many graduate and professional students reside. It is usually possible to arrange for a single international student to share an apartment with one or more American students. In addition to Duke



University housing, there is an abundance of well-appointed, relatively inexpensive housing in the area. Compared to most urban areas, the cost of living in Durham is quite reasonable.

## Placement with American Law Firms

Some international students find that they would like to complete their legal education with an internship with an American law firm. Students are welcome to use the services of the Law School Placement Office. The office also sponsors special workshops for international students in order to explain the placement process, to help with writing resumes and with interview techniques, and to offer other kinds of assistance as necessary. The Placement Office will assist in scheduling interviews. If possible, it is useful for international students to make contact with American law firms before they enroll at Duke. The visa office at Duke will help students obtain permission for practical training. The Law School cannot, of course, guarantee that students will have success in locating a position with an American law firm. Information about taking state bar examinations is available in the Placement Office.

## Special Features of Duke for International Students

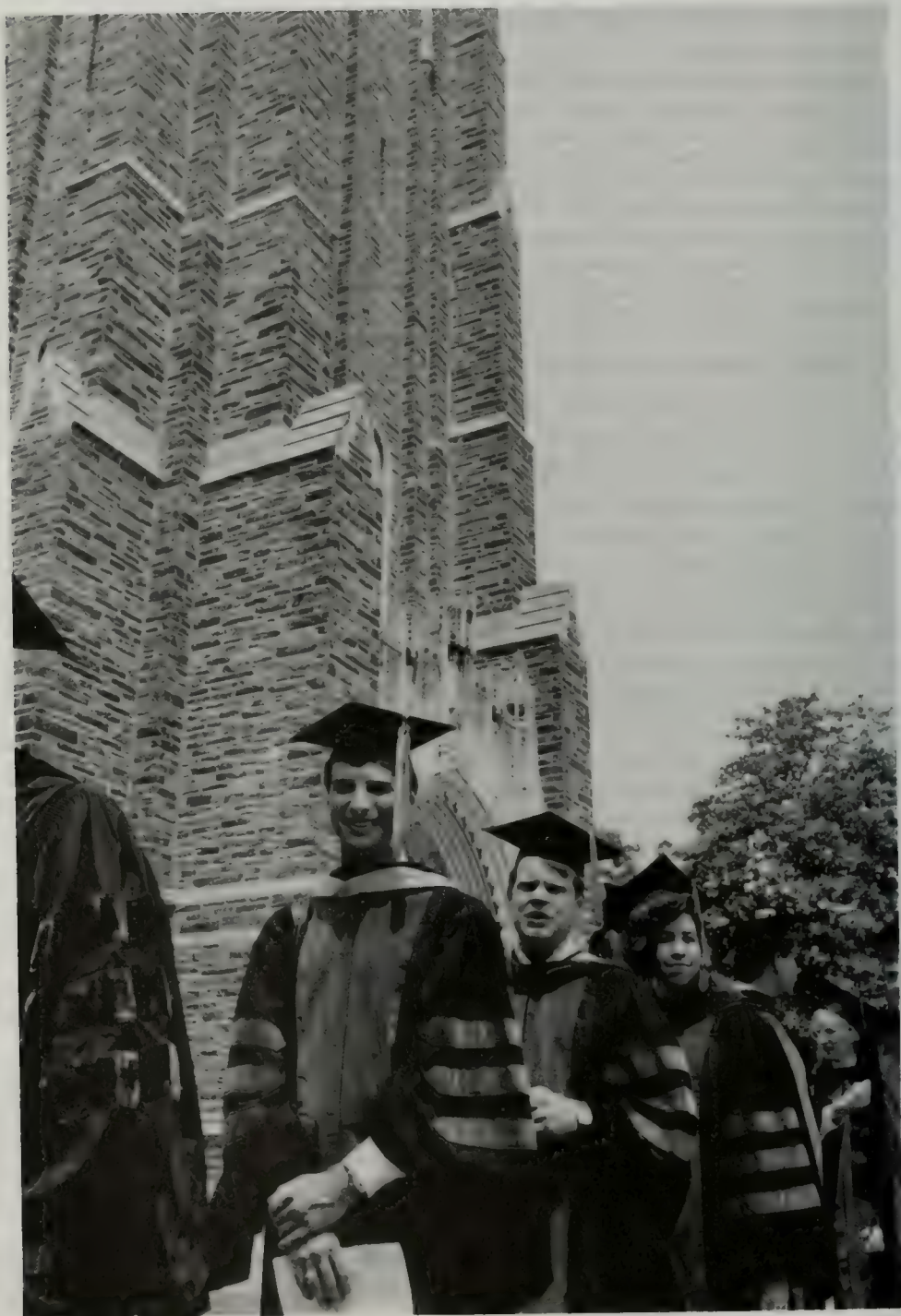
The size of the international student body at the Law School is large enough to make its presence felt at the school, but not so large as to be a totally separate entity. International students are encouraged to become part of the Duke Law community. The University International House sponsors a several-day orientation and offers the opportunity for foreign students to be placed with a host family in Durham. The Law School also conducts its own orientation for all entering students and has several separate sessions devoted just to international student concerns. New international students at the Law School are assigned to upper-class students who act as "big sisters or brothers." One international student is elected each year to serve as a representative to the Duke Bar Association. All clubs and associations, but especially the International Law Society, encourage the participation of international students. The school's newest publication, the *Duke Journal of Comparative and International Law*, provides opportunities for international students to submit articles and for a few to participate in the production of the journal.

The Law School has an associate dean whose responsibilities include admission of international applicants, orientation, academic and adaptation counseling, and other services for international students. Each student is assigned to a faculty adviser who offers guidance with course selection. The legal research and writing course is carefully structured in order to familiarize students with the law library, with legal writing techniques of a gradually more demanding nature, and with the skills necessary for a beginning associate to function effectively in a law office. The Introduction to American Law course provides an overview of various areas of American law, of the legal profession, and of the judicial process. The goal of the LL.M. program is to provide international students with as complete an exposure to American law and culture as can be gained in one academic year.

International students are also encouraged to attend the Law School's Summer Institute in Transnational Law. The institute is held during a one-month period in cooperation with the Free University of Brussels in Belgium. Courses are taught in English by both American (usually Duke) and non-American faculty, and LL.M. students can earn up to six credits toward their degree at Duke by taking courses in Brussels. One course provides an introduction to the American judicial process and to American constitutional law. The program enrolls about eighty students from Duke, other American law schools, and a wide variety of law schools throughout the world. Brochures are available from Duke Law School and the Free University of Brussels.

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## *Placement*



## Placement Services

The advantages of attending a school the size of Duke extend into the placement process. An active Placement Office that includes the director of placement and two staff members is happy to help students in all aspects of their job search. The Placement Office is involved in a variety of activities designed to assist students seeking employment. These activities include coordination of an extensive on-campus recruiting season, maintenance of materials on legal careers, available positions, bar memberships, and related matters and assisting students and recent graduates throughout the year in the job placement process.

Since the student body is relatively small, the Placement Office is able to provide individual attention to students throughout their tenure at the Law School. Services provided by the Placement Office include: personal counseling on career choices, job opportunities and strategies; individual assistance in resume and cover letter writing; workshops and seminars on everything from values clarification to firms in "off-Broadway" cities; and information regarding the on-campus interviewing process.

Because of Duke's national prominence and the diverse background of the student body, approximately 400 employers from around the country visit the campus each fall to interview approximately 385 second- and third-year students. In addition, almost 1,000 employers a year write to request student resumes. With the wide variety of employment possibilities available, a substantial number of students in each of these classes receive offers of employment. Generally speaking, about two-thirds of the students will find employment in a broad "eastern corridor" that stretches from Boston to Miami. The remaining third of the students find jobs in most of the remaining midwestern and western states. Approximately 12 percent of the students begin their professional careers as judicial clerks, including several who serve on the staffs of federal appellate judges. A large number of students accept employment with private law firms, but there is a steady core of students whose interests range among public service organizations, governmental agencies, business corporations, and other areas. Beginning salaries exceed \$65,000 in the largest cities, but the median for first jobs is substantially lower. By graduation of each year approximately 90 percent of both the second- and third-year classes have found employment. Since jobs continue to be available after





that time, the hiring rate continues to improve over the summer. The Placement Office makes every effort to assist students in finding the kind of legal employment they seek.

First-year students most actively seek employment during the late fall and spring. While first-year students do not participate in the fall on-campus interviewing program, there is an on-campus program between January and March that is primarily for these students. In addition, listings of employers who seek first-year clerks are available throughout the semester. The Placement Office also collects lists of legal internships and law-related summer volunteer opportunities that may be of interest to first-year students. The Placement Office encourages students to explore the variety of professional opportunities available to them and seeks to instruct them in effective job-hunting as well. Of the 196 students from the Class of 1992 reporting on summer employment after the first year, 94 percent reported employment with 95 percent of that employment being law related.

It should be noted, however, that the students themselves are primarily responsible for finding their own employment. They must be willing to devote a large amount of their time to letter-writing and to interviewing. The Law School diligently attempts to assist its students and graduates, but the ultimate responsibility rests with each student.

Below are placement statistics for the three most recent graduating classes:

	1987-88	1988-89	1989-90
Inquiries Received .....	820	826	869
Interviews on Campus .....	415	428	415
Employers' Geographical Distribution			
Northeast.....	168 (40%)	170 (40%)	191 (46%)
Southeast .....	110 (27%)	112 (26%)	105 (25%)
Midwest .....	56 (13%)	58 (14%)	42 (10%)
West.....	81 (20%)	87 (20%)	77 (19%)
Student Information			
Graduates Reporting Employment as of June 30 .....	91%*	92%†	92%‡
Median Starting Salary .....	\$48,766	\$56,225	\$57,485
Geographical Distribution			
Northeast.....	79 (50%)	75 (39%)	59 (35%)
Southeast .....	34 (22%)	45 (24%)	47 (27%)
Midwest .....	14 ( 9%)	16 ( 9%)	19 (11%)
West.....	20 (13%)	34 (18%)	42 (25%)
Nature of Employment			
Private Firms .....	110 (80%)	136 (80%)	136 (79%)
Business/Corporations .....	1 ( 1%)	5 ( 3%)	5 ( 3%)
Government.....	7 ( 4%)	7 ( 4%)	2 ( 1%)
Judicial Clerkships .....	24 (15%)	20 (12%)	21 (12%)
Public Service/Public Interest .....	1 ( 1%)	1 ( .6%)	1 ( .7%)
Military .....	3 ( 2%)	2 ( 1%)	0 ( 0%)
Academic .....	1 ( 1%)	0 ( 0%)	1 ( .7%)

\*Class of 1988 had 173 members.  
†Class of 1989 had 192 members.  
‡Class of 1990 had 186 members.

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## *Alumni Affairs*





## Alumni Affairs

Though Duke Law School graduates are dispersed across the country and throughout the world, their relationship with the Law School remains close. The Duke Law School Alumni Office, working with the Duke Law Alumni Association, links the school's approximately 5,000 alumni with the Law School and with each other.

**Law Alumni Association.** Every alumnus/a of the Law School is a member of the Law Alumni Association. The Law Alumni Council, its governing body, consists of sixteen members, who serve three-year rotating terms. The Law Alumni Association is not a fund-raising organization. The Council does, however, solicit dues from the alumni and oversee the expenditure of these funds for alumni programs, including regularly published directories of all alumni.

**Reunions and Law Alumni Weekend.** The Law School Alumni Affairs Office organizes reunions by class at five-year intervals. The reunions are held in the fall on Law Alumni Weekend. A reunion chairperson from each class is responsible for helping to plan reunion activities and encouraging classmates to attend. Festivities include an all alumni cocktail party, a professional program, a football game, a barbecue, and a reception and dinner for reunion classes. At the 50th reunion, alumni are inducted into the Half-Century Club.

In 1985, the Law Alumni Council established the Charles S. Murphy Award to be presented during Law Alumni Weekend to an alumnus or alumna whose devotion to the common welfare is manifested in public or quasi-public service or in dedication to education. Charles S. Murphy, a North Carolina native, devoted himself to public service, serving in the administrations of Truman, Kennedy, and Johnson as well as serving as a Duke trustee and member of the Law School Board of Visitors.

**Alumni Publications.** The *Duke Magazine*, an award-winning alumni publication which provides news and features about University programs, faculty research, student life, and alumni activities is published for all Duke alumni. Through the magazine, alumni are informed about each other, campus changes, and issues affecting higher education generally and Duke specifically.

The Law School Alumni Affairs Office publishes the *Duke Law Magazine* twice yearly. It is sent to all Duke Law alumni. Through the magazine alumni are informed of faculty work on important legal issues. An alumni section includes an alumni notes feature through which alumni can keep each other informed of milestones in their

professional and personal lives. It also includes articles on different segments of our alumni body and profiles of some interesting individuals.

The Law School Alumni Affairs Office also publishes an annual report for the Law School at the end of each fiscal year, which is sent to all law alumni. It includes reports from all offices and departments of the Law School and is an excellent way to bring everyone up to date regarding changes at the Law School.

**Local Associations.** The Law School Alumni Affairs Office coordinates and supports the activities of local law alumni associations. The purpose of the local association program is to establish and maintain a sense of community and identity with the Law School and among our alumni. We also hope to increase alumni awareness of the progress and needs of the school. These objectives are pursued through social and educational events for alumni which are attended by a Law School representative.

Besides serving a social and networking function for local alumni and encouraging a sense of community, these groups also provide some practical assistance to the Admissions and Placement Offices of the Law School.

The Law School is also beginning to pursue a strong alumni relations program with our growing international alumni body. The Law School Alumni Affairs Office sponsors an annual reception for current international students to explain alumni and development programs. There are organized local associations in Tokyo, Taiwan, and Europe. Alumni social events held in Japan and in Europe have been very well attended.

**Conference on Career Choices.** In response to both student and alumni interest, the Law Alumni Association and the Duke Bar Association jointly sponsor a Conference on Career Choices, which is coordinated by the Law School Alumni Affairs Office. The program, a series of panel discussions featuring alumni in various legal fields, is designed to provide information regarding different legal careers and how personal objectives may relate to career choices. The conference concludes with a reception sponsored by the Law Alumni Association for all students and conference participants. An Alumni Seminar program expands on this concept as panels of alumni are invited to the Law School to discuss important issues such as law firm delivery of pro bono service and the changing nature of legal practice.

In addition to coordinating this conference, the Law School Alumni Affairs Office is involved with students and student organizations throughout their Law School careers, and, in fact, ushers them into alumni status by coordinating the Law School activities for Graduation Weekend. Students are invited to attend all alumni events at the school and make a significant contribution to the Annual Fund Campaign as volunteers during the annual telethons. The Law School Alumni Affairs Office is also available to individual students and to student organizations who wish to contact alumni.

**Alumni Admissions Interviewing Program.** In 1985-86, the Law School began a program which invites our alumni to help in the application and admissions process. The program, which is administered by the Law School Admissions Office, involves alumni in recruiting, interviewing, and communicating with prospective students.

**Annual Fund Campaign.** Gifts made by alumni and other friends of the Law School to the Duke Law School Annual Fund provide flexible financial support to the school. These funds undergird the operating budget and pay for items that endowment funds, often designated for specific purposes, do not address and that tuition revenues fall short of covering. Duke Law alumni are very responsive to the Annual Fund Campaign. Over 40 percent of the law alumni are donors to the Law School Annual Fund.





















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**1991-92**

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*The Divinity School*







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*bulletin of*  
**Duke University**  
**1991-92**

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*The Divinity School*

EDITOR  
Judy Smith

SENIOR EDITORIAL ASSISTANT  
Elizabeth Matheson

DIVINITY SCHOOL LIAISON  
Carter Askren

PHOTOGRAPHS  
Jimmy Wallace  
Les Todd  
Ron Ferrell

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The information in the bulletin applies to the academic year 1991-92 and is accurate and current, to the best of our knowledge, as of February, 1991. The university reserves the right to change programs of study, academic requirements, lecturers, teaching staffs, the announced university calendar, and other matters described in the bulletin without prior notice, in accordance with established procedures.

Duke University does not discriminate on the basis of race, color, national and ethnic origin, handicaps, sexual orientation or preference, sex, or age in the administration of educational policies, admission policies, financial aid, employment, or any other university program or activity. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students. For further information, call Dolores L. Burke, special assistant to the president, (919) 684-8111.

For further information about the Divinity School, call (919) 684-3234.

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# Calendar of the Divinity School

## Fall 1991

<b>August</b>		
28	Wednesday—Orientation for new students begins	
29	Thursday—Orientation continues	
30	Friday, 8:30-10:00 A.M.—Registration for returning students	
	10:00-12:00 noon—Registration for new students	
<b>September</b>		
2	Monday, 12:00 noon—Fall semester classes begin —	
	Drop/add period begins	
3	Tuesday, 10:00 A.M.—Divinity School Opening Convocation—Duke University Chapel	
6	Friday, 10:00 A.M.—Honor Code Lecture	
13	Friday, 12:00 noon—Drop/add period ends	
<b>October</b>		
18	Friday, 4:00 P.M.—Last day to withdraw with "W";	
	6:00 P.M.—Fall recess begins	
23	Wednesday, 8:30 A.M.—Fall recess ends	
28, 29, 30	Monday-Wednesday—Divinity School Convocation and Pastors' School, Gray Lectures and Hickman Lectures	
<b>November</b>		
6-7	Wednesday-Thursday—Registration for spring semester	
27	Wednesday, 1:00 P.M.—Thanksgiving recess begins	
<b>December</b>		
2	Monday, 12:00 noon—Classes resume	
12	Thursday, 9:30 P.M.—Fall semester classes end	
17	Tuesday—Final examinations begin	
20	Friday—Final examinations end	

## Spring, 1992

<b>January</b>		
14	Tuesday—Orientation for new students	
15	Wednesday, 9:00-10:00—Registration for returning students	
	10:30-12:00—Registration for new students	
16	Thursday, 8:30 A.M.—Spring semester classes begin—Drop/add period begins	
29	Wednesday, 12:00 noon—Drop/add period ends	
<b>March</b>		
13	Friday, 4:00 P.M.—Last date to withdraw with "W";	
	6:00 P.M.—Spring recess begins	
23	Monday, 12:00 noon—Classes resume	
<b>April</b>		
1-2	Wednesday-Thursday—Registration for fall semester	
16	Maundy Thursday—Classes do not meet	
17	Good Friday—Classes do not meet	
30	Thursday, 10:00 A.M.—Divinity School Closing Convocation—Duke University Chapel	
<b>May</b>		
1	Friday, 2:00 P.M.—Spring semester classes end	
5	Tuesday—Final examinations begin	
8	Friday—Final examinations end	
16	Saturday—Divinity School Baccalaureate Service	
17	Sunday—Commencement exercises	

# University Administration

## GENERAL ADMINISTRATION

H. Keith H. Brodie, M.D., LL.D., *President*  
Thomas A. Langford, Ph.D., *Provost*  
Ralph Snyderman, M.D., *Chancellor for Health Affairs and Dean, School of Medicine*  
Charles E. Putman, M.D., *Executive Vice-President for Administration*  
Eugene J. McDonald, LL.M., *Executive Vice-President —Asset Management*  
John F. Burness, A.B., *Senior Vice-President for Public Affairs*  
Joel L. Fleishman, LL.M., *First Senior Vice-President*  
John J. Piva, Jr., B.A., *Senior Vice-President for Alumni Affairs and Development*  
John F. Adcock, B.S., *Vice-President and Corporate Controller*  
Leonard C. Beckum, Ph.D., *Vice-President and Vice-Provost*  
Tom A. Butters, B.A., *Vice-President and Director of Athletics*  
Thomas E. Dixon, A.B., *Vice-President for Administrative Services*  
William J. Donelan, M.S., *Vice-Chancellor and Chief Financial Officer for Medical Center Administration*  
J. Peyton Fuller, A.B., *Vice-President, Planning and Treasurer*  
W. Vickery Stoughton, M.B.A., *Vice-Chancellor for Health Affairs and Chief Executive Officer, Duke Hospital*  
R. C. Bucky Waters, M.A., *Vice-Chancellor for Medical Center Development*  
David B. Adcock, J.D., *University Counsel*  
N. Allison Haltom, A.B., *Secretary of the University*  
William H. Willimon, M.Div., S.T.D., *Dean of the Chapel*

## Divinity School Administration

### EDUCATIONAL ADMINISTRATION

Dennis M. Campbell (1979), B.D., Ph.D., D.D., *Dean of the Divinity School*  
Russell E. Richey (1986), B.D., Ph.D., *Associate Dean for Academic Programs*  
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Wesley F. Brown (1981), M.Div., *Director of Development and Alumni Affairs*  
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Owen Fitzgerald (1990), B.D., D.D., *Special Assistant to the Dean*  
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William C. Turner, Jr. (1989), M.Div., Ph.D., *Director of Black Church Affairs*  
Kelli Walker-Jones (1985), M.Div., *Associate Director of Admissions and Development*  
Wilson O. Weldon (1981), B.D., D.D., *Special Assistant to the Dean*

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### Division of Advanced Studies

Elizabeth Clark, A.B., M.A., Ph.D., *Director of Graduate Studies in Religion*

### Library

Donn Michael Farris (1950), M.Div., M.S. in L.S., *Librarian*  
Harriet V. Leonard (1960), M.Div., M.S. in L.S., *Reference Librarian*  
Sean Butler, M.Div., Th.M., *Assistant Circulation Librarian*  
Tom Clark, B.A., *Circulation Librarian*  
Melissa Harrell, B.S., *Assistant to the Librarian*

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 Shelby Carver Wallen, *Staff Assistant and Word Processing Coordinator*  
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 Dennis M. Campbell (1979), B.D., Ph.D., D.D., *Professor of Theology*  
 Jerry D. Campbell (1985), M.Div., M.S. in L.S., Ph.D., *Professor of the Practice of Theological Bibliography*  
 Ted A. Campbell (1985), Ph.D., *Assistant Professor of Church History*  
 James L. Crenshaw (1987), B.D., Ph.D., *Professor of Old Testament*  
 \*James Michael Efrd (1962), B.D., Ph.D., *Professor of Biblical Interpretation*  
 Donn Michael Farris (1950), M.Div., M.S. in L.S., *Professor of Theological Bibliography*  
 Gayle Carlton Felton (1989), M.Div., Ph.D., *Assistant Professor of Christian Nurture*  
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 Stanley Hauerwas (1984), B.D., M.A., M.Phil., Ph.D., *Professor of Theological Ethics*  
 Richard B. Hays (1991), B.A., M.Div., Ph.D., *Associate Professor of New Testament*  
 Frederick Herzog (1960), Th.D., *Professor of Systematic Theology*  
 Willie J. Jennings (1990), B.A., M.Div., *Lecturer in Theology and Black Church Studies*  
 Susan A. Keefe (1988), M.A., Ph.D., *Assistant Professor of Church History*  
 Thomas A. Langford (1956), B.D., Ph.D., D.D., *William Kellon Quick Professor of Theology and Methodist Studies*  
 Richard Lischer (1979), M.A., B.D., Ph.D., *Professor of Homiletics*  
 Bradley J. Longfield (1989), M.Div., Ph.D., *Visiting Assistant Professor of American Christianity*  
 George Marsden (1986), B.D., Ph.D., *Professor of the History of Christianity in America*  
 †Paul A. Mickey (1970), B.D., Ph.D., *Associate Professor of Pastoral Theology*  
 Carol M. Norén (1986), M.Div., Ph.D., *Assistant Professor of Homiletics*  
 Russell E. Richey (1986), B.D., Ph.D., *Research Professor of Church History*  
 †Dwight Moody Smith, Jr. (1965), B.D., Ph.D., Litt.D., *George Washington Ivey Professor of New Testament*  
 Harmon L. Smith (1962), B.D., Ph.D., *Professor of Moral Theology*  
 William E. Smith (1989), S.T.B., Th.D., D.D., *Professor of the Practice of Christian Ministry*  
 David Curtis Steinmetz (1971), B.D., Th.D., *Amos Ragan Kearns Professor of the History of Christianity*  
 James L. Travis III (1987), M.Div., Ph.D., *Clinical Professor of Pastoral Care*  
 Karen B. Westerfield Tucker (1989), M.Div., M.A., *Lecturer in Liturgics*  
 William C. Turner, Jr. (1982), M.Div., Ph.D., *Assistant Research Professor of Theology and Black Church Studies*  
 Geoffrey Wainwright (1983), B.D., D.D., Th.D., *Professor of Systematic Theology*  
 John H. Westerhoff III (1974), S.T.B., Ed.D., D.D., *Professor of Theology and Christian Nurture*  
 William H. Willimon (1984), M.Div., S.T.D., D.D., *Professor of Christian Ministry and Dean of the Chapel*

## FACULTY, DEPARTMENT OF RELIGION

(Teachers in the graduate program in religion whose courses are open to Divinity School students.)

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 Elizabeth Clark (1982), Ph.D., *John Carlisle Kilgo Professor of Religion*  
 Roger Corless (1970), Ph.D., *Associate Professor of History of Religions*  
 Margaret Davies (1991), Ph.D., *Associate Professor of Religion*  
 Hans Hillerbrand (1988), Ph.D., *Professor of Religion*  
 Wesley A. Kort (1965), Ph.D., *Professor of Religion and Literature*  
 Bruce B. Lawrence (1971), Ph.D., *Professor of History of Religions*  
 C. Eric Lincoln (1976), Ph.D., *Professor of Sociology of Religion*  
 Dale Martin (1988), Ph.D., *Assistant Professor of Religion*  
 Carol L. Meyers (1979), Ph.D., *Professor of Old Testament*  
 Eric M. Meyers (1969), Ph.D., *Professor of Judaic Studies*  
 Robert T. Osborn (1954), Ph.D., *Professor of Theology*  
 Harry B. Partin (1964), Ph.D., *Associate Professor of History of Religions*

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\*Sabbatical leave for spring semester 1992.

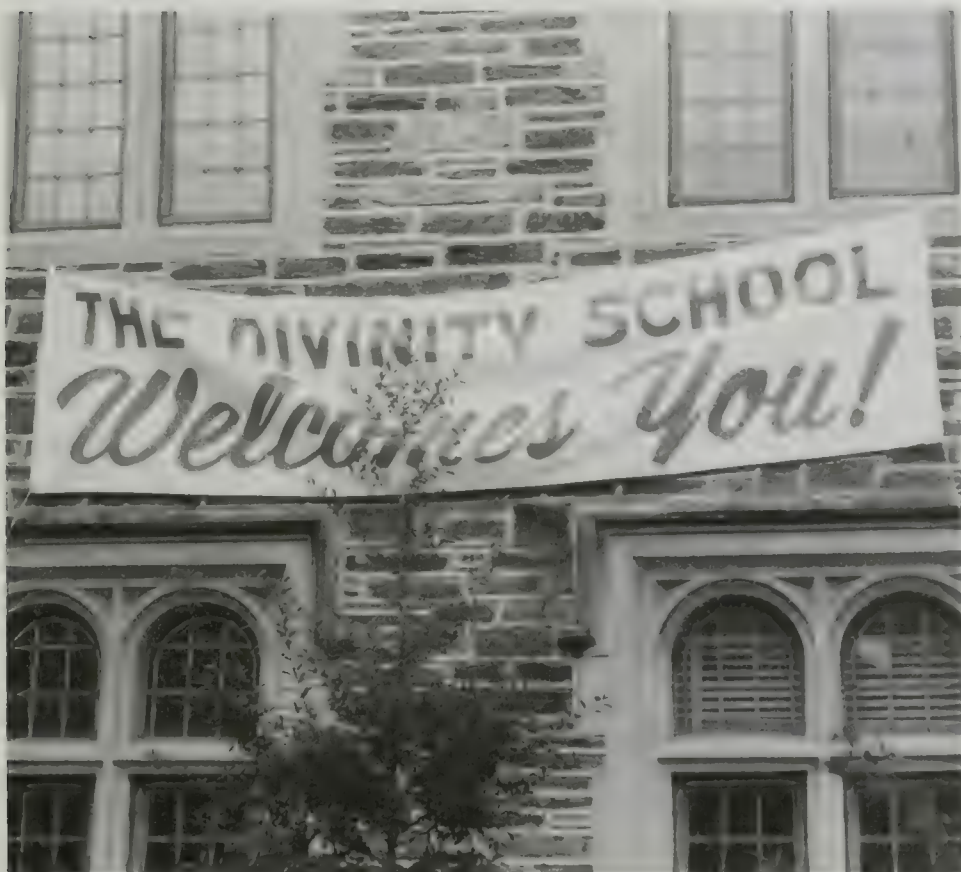
†Sabbatical leave for fall semester 1991.



Melvin K. H. Peters (1983), Ph.D., *Associate Professor of Old Testament*  
 E. P. Sanders (1989), Ph.D., *Professor of Religion*  
 Kenneth J. Surin (1987), Ph.D., *Associate Professor of Religion*  
 Orval Wintermute (1958), Ph.D., *Professor of Old Testament*

## EMERITI

Frank Baker (1960), B.D., Ph.D., *Professor Emeritus of English Church History*  
 Waldo Beach (1946), B.D., Ph.D., *Professor Emeritus of Christian Ethics*  
 Robert Earl Cushman (1945), B.D., Ph.D., D.H.L., *Research Professor Emeritus of Systematic Theology*  
 William David Davies (1966), M.A., D.D., D.L.H., D.D., D.Th., F.B.A., *George Washington Ivey Professor Emeritus of Advanced Studies and Research in Christian Origins*  
 Stuart C. Henry (1959), B.D., Ph.D., *Professor Emeritus of American Christianity*  
 Osmond Kelly Ingram (1959), B.D., *Professor Emeritus of Parish Ministry*  
 William Arthur Kale (1952), B.D., D.D., *Professor Emeritus of Christian Education*  
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 Roland E. Murphy (1971), M.A., S.T.D., S.S.L., Litt.D., *George Washington Ivey Professor Emeritus of Biblical Studies*  
 M. Wilson Nesbitt (1958), B.D., D.D., *Adjunct Professor Emeritus of the Work of the Rural Church*  
 Ray C. Petry (1937), Ph.D., LL.D., *James B. Duke Professor Emeritus of Church History*  
 McMurry S. Richey (1954), B.D., Ph.D., *Professor Emeritus of Theology and Christian Nurture*  
 Charles K. Robinson (1961), B.D., Ph.D., *Associate Professor Emeritus of Philosophical Theology*  
 Grant S. Shockley (1983), M.Div., Ed.D., *Professor Emeritus of Christian Education*  
 William Franklin Stinespring (1936), Ph.D., *Professor Emeritus of Old Testament and Semitics*  
 Dan O. Via (1984), B.D., Ph.D., Litt.D., *Professor Emeritus of New Testament*  
 Robert L. Wilson (1970), B.D., M.A., Ph.D., *Professor of Church and Society*  
 Franklin Woodrow Young (1968), B.D., Ph.D., *Amos Ragan Kearns Professor Emeritus of New Testament and Patristic Studies*



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*Angel carving on pulpit canopy, Duke Chapel.*





# Duke University

DURHAM  
NORTH CAROLINA  
27706

*The Divinity School  
Office of the Dean*

TELEPHONE (919) 684-4041

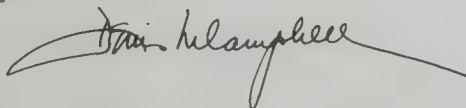
The Divinity School was the first of Duke University's graduate professional schools to open its doors after the university was founded. This priority is indicative of the central role the school plays in the total university. We take our university setting seriously and believe that the advantages of theological education in the middle of Duke University are considerable.

The quality of our student body has never been better. We enroll 437 students in the professional degree programs (M.Div., M.T.S., M.R.E., and Th.M.) and an additional 101 students in the M.A./Ph.D. program. Our students are men and women from over 200 undergraduate schools, 28 denominations, 35 states and 5 foreign countries. Women constitute approximately 34 percent of the total enrollment, and black students almost 9 percent. Most of our students receive substantial financial support in the form of scholarships and grants-in-aid, this year a total of \$1.1 million. Duke's program of financial aid is rightfully renowned.

While the accomplishments of its distinguished faculty and aggressive international programs earn it increasing prominence in theological education and the ecumenical world, the Divinity School enjoys exceptionally strong regional, denominational, and alumni support as well.

Duke's unique field education program emphasizes both remunerative employment and vocational preparation. The program's funding from The Duke Endowment makes it possible for our students to advance their competency in ministry while receiving substantial financial assistance.

We are a school of the Church and of the university; we are a school in the Wesleyan tradition and in the ecumenical tradition; we are a school committed to professional education for the practice of lay and ordained ministries and to graduate theological education, research, and scholarship. These are exciting times at the Divinity School as we seek bold and imaginative initiatives equal to the challenges of the late twentieth century.



Dennis M. Campbell  
*Dean*

## *General Information*





## History

Duke University began as a simple, one-room school house in rural Randolph County, North Carolina. Established as Union Institute by Quakers and Methodists in 1838, it became Normal College in 1851. Normal was reorganized as Trinity College in 1859, when the Methodist Church became a major financial supporter. In 1892 Trinity College moved to Durham, North Carolina.

In 1924 James B. Duke established a trust fund for educational and charitable purposes. The chief beneficiary was Trinity College, which became Duke University. The purpose for establishing the trust was very clear: "I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical lines, is, next to religion, the greatest civilizing influence. . . . And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers, and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind." The School of Religion began its work in the academic year 1926-27, and formal exercises for its opening were held on 9 November 1926. In 1940 the name was changed to the Divinity School.

During its history the Divinity School has had outstanding teachers, scholars, and administrative leaders,\* and its graduates have distinguished themselves by making significant contributions to the Church and the world. In 1964 a program of expansion was begun, culminating in February 1972, when the Divinity School doubled its physical facilities and moved into a handsome new building.

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\* Since the founding of the school in 1926, the following persons have served as deans or acting deans: Edmund Davidson Soper, 1926-28; Elbert Russell, 1928-41; Paul Neff Garber, 1941-44; Harvie Branscomb, 1944-46; Gilbert T. Rowe, acting dean of the faculty, 1946-47; Paul E. Root (elected in 1947 but died before assuming office); Harold A. Bosley, 1947-50; James Cannon III, acting dean 1950-51, dean 1951-58; Robert Earl Cushman, 1958-71; Thomas A. Langford, 1971-81; Jameson Jones, 1981-82; Dennis M. Campbell, 1982-.

## The Role of the Divinity School

The Divinity School represents theological inquiry and learning within the greater university. By history and indenture, it stands within the Christian tradition, mindful of its distinctive lineage in and its continuing obligation to the United Methodist Church. The Divinity School, although United Methodist in tradition and dependency, receives students from many Christian denominations and offers its educational resources to representatives of the several communions who seek an education for church-related ministry. From its inception, it has been ecumenical in aspiration, teaching, and practice, as well as in its faculty. Educational policy has consistently aspired to foster a Christian understanding "truly catholic, truly evangelical, and truly reformed."

The principal purpose of the Divinity School is the professional education for the ministry, which in today's world is manifested in a variety of forms. Although the conventional and inherited styles of ministry are now undergoing change, the Divinity School curriculum continues to prepare students for informed and discriminating discharge of the historic offices of church and congregation through the ministry of word and sacrament, pastoral care, and teaching. The Divinity School believes these offices will remain, although the form and context of the local church may change.

With this in mind, the Divinity School tries to prepare students for the mature performance of their vocation. It hopes to develop in each graduate a disciplined intelligence, informed by sound learning and equipped for worthy professional service. Its resources are offered to students with a diversity of ministerial aims, although the school seeks, by recruitment and financial support, to prepare persons for ordination or lay professional vocations in the churches. In all its endeavors, the Divinity School aims to serve Jesus Christ through service to the Church and the world.

## The Relation of the Divinity School to Duke University

The Divinity School is an integral part of the university and shares fully in its activities, privileges, and responsibilities. The Sunday services in the university chapel give Divinity School students each year an opportunity to hear several of the country's leading preachers. The university libraries make a rich collection of books and other materials easily accessible. Without paying additional fees, selected courses in the graduate and professional schools are open to Divinity School students, as well as the general, cultural, and recreational resources of the university.

## Library Resources

**Divinity School Library.** The Divinity School Library contains a collection of more than 280,000 volumes in the field of religion and related disciplines and affords an unusual wealth of material for the seminary student. Although an integral part of the university's twelve-unit library system, which possesses more than 3,850,000 volumes, the Divinity School Library has its own separate facilities in the Divinity School building. Its book collection is operated on the open stack system, and its reading rooms provide study facilities for students, space for the special reference collection in religion, and for the more than 600 religious periodicals to which the library currently subscribes.

Staffed by a librarian and a reference librarian trained in both theology and library administration, by a supporting staff of three persons, and by a number of student assistants, the Divinity School Library offers a variety of reference services to assist the student in selecting and locating materials. The staff, in cooperation with the faculty, maintains a book and periodical collection to support basic course work as well as advanced research in all major fields of religious studies.

The Divinity School Library is adjacent to the Perkins Library. The seminary student may use the resources and facilities of the Perkins Library, some of which include manuscripts, archives, public documents, newspapers, periodicals, microfilms, maps,

rare materials (among which are eighty-one prized ancient Greek manuscripts), and reference assistance. There is a provision for borrowing books from the libraries of the University of North Carolina and other neighboring institutions.

## **The Henry Harrison Jordan Loan Library**

Henry Harrison Jordan, (1862-1931), distinguished member of the Western North Carolina Conference, was memorialized by his children by the establishment of an endowment in 1947. The Divinity School Librarian is the custodian of books purchased under this fund for loan, through postal services, to qualified ministers of all denominations or localities. The Jordan Loan Library maintains a catalogue of up-to-date publications representative of the several theological disciplines and areas of the minister's professional interest. Books may be borrowed by application to the Librarian of the Divinity School.

## **Library Funds**

The following funds provide resources to enrich the collections of the Divinity School Library.

**The Ormond Memorial Fund** was established in 1924 by Dr. J. M. Ormond, Trinity College Class of 1902, and Mrs. Ormond, in memory of his parents, Mr. and Mrs. J. J. Ormond. The fund income maintains the collection of books on the rural church.

**The Avera Bible Fund** was established in 1895 by a gift of Mrs. L. B. McCullers in memory of her husband, Willis H. Avera. The income is for the purchase of books for the Divinity School Library and for the support of the Avera Bible Lectures.

**The Louis W. Bailey Memorial Fund** was established in 1958 by the Reverend Dr. A. Purnell Bailey, Class of 1948, in memory of his father. The income is to be used for books for the Divinity School Library.

**The Stuart C. Henry Collection Endowment Fund** was established by the Class of 1975 to honor Professor Henry. Income from the fund is used to enhance the collection on American Christianity. Substantial additional contributions to this fund have been made by Miss Marion D. Mullins of Fort Worth, Texas.

**The William Arthur Kale, Jr. Memorial Fund** was established in 1964 by Professor and Mrs. William Arthur Kale, Sr., for the purchase of books and other materials in the area of fine arts and religious musicology for the perpetual enrichment of the holdings of the Divinity School Library. William Arthur Kale, Jr., was a member of the Duke University Chapel Choir.

**The Walter McGowan and Minnie Daniel Upchurch Fund** was established in 1971 by W. M. Upchurch, Jr., an alumnus of Duke University and a member of its Board of Trustees, honoring his parents. The fund income is used for the purchase of materials in the area of sacred music and is supplementary to a collection of materials given by Mr. Upchurch to the Divinity School Library. This collection includes anthems and other compositions of sacred music, along with 62 disc recordings of the Duke University Summer Chapel Choir for the years 1932-41 when Mr. Upchurch was director of the choir.

## **Center for Studies in the Wesleyan Tradition**

The Center for Studies in the Wesleyan Tradition was founded in 1979 and is supported by a permanent endowment of the Divinity School designated for its use. The center supports a wide variety of programs designed to advance teaching, research, and publication in Wesleyan history and theology.



**Library.** The Baker Collection is one of the two largest and finest collections of Wesley and Methodist materials extant. Named for Professor Emeritus Frank Baker, the world's foremost authority on John Wesley, and editor of the bicentennial edition of Wesley's works, a project based at Duke Divinity School, the Baker Collection is an unparalleled resource.

**Visiting Professors.** The center brings distinguished visiting professors to teach in the Divinity School. Recently, Dr. David Stacey, principal of Wesley College, Bristol, England; and Dr. Jose Miguez Bonino, professor of theology and ethics at the Protestant Theological Seminary in Buenos Aires, Argentina, served in this capacity.

**Visiting Scholars.** The center makes research grants to scholars from around the world to work for various periods of time in the Divinity School. Among those who have served recently are Bishop Ole Borgen, United Methodist Bishop of Sweden, Norway, Denmark, Finland, and Estonia; and Professor Morna Hooker, Lady Margaret Professor of Divinity, Cambridge University, England.

**Visiting Lecturers.** The center has an extensive program of visiting lecturers that exposes students and faculty of the Divinity School to leading figures in the Wesleyan tradition from throughout the world. Most recently these included: Professor Peder Borgen, University of Trondheim, Norway; Dr. Manfred Marquardt, the Methodist Theological Seminary, Reutlingen, West Germany; Dr. Rutiger Minor, the Methodist Seminary in East Germany; the Reverend Helmut Nausner, district superintendent, Vienna, Austria; Professor Norman Young, principal of Queens College, the University of Melbourne, Australia; and Dean Walter Klaiber, Methodist Theological Seminary, Rentingen, West Germany.

**Publications.** The center is committed to a program of scholarly publication. In 1983, support was given for preparation of a reader in theology in the Wesleyan tradition to be published in 1984.

**Faculty Committee.** Divinity School faculty related to the center include Professor Thomas A. Langford, Professor Geoffrey Wainwright, Professor Robert L. Wilson, Bishop W. Kenneth Goodson, and Professor Dennis M. Campbell, dean and chairman.



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## *Faculty*



*Professor Gayle Felton.*



## Faculty

The faculty of Duke University Divinity School is regarded as one of the world's strongest theological faculties. The faculty is committed to excellence in teaching, research, publication, and service to the Church, the university, and the wider community. The Duke faculty is particularly well-known for its strong commitment to the Church and its ministry. The faculty is very diverse. It includes persons who come from all over the United States and the world. Virtually all major Christian traditions are represented, and identity with specific communities within the Christian tradition is taken seriously by faculty members. Because of its distinguished faculty, the Divinity School is an international center for research and publication in the theological disciplines and for reflection on the practice of ministry in the late twentieth century.

## Faculty Biographical Information

**Lloyd Richard Bailey**, *Associate Professor of Old Testament*. B.A., B.D. (Duke University); Ph.D. (Hebrew Union College-Jewish Institute of Religion).



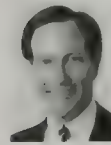
Professor Bailey's academic interests include biblical studies (primarily Pentateuch and Prophetic Literature), the problem of utilizing ancient texts as scripture ('text to sermon'), Ancient Near Eastern civilization and archaeology, and perspectives on aging, dying, and death. In these areas he has written and edited nearly two dozen books, more than thirty articles in journals and encyclopedias, and has prepared curriculum and media units for the United Methodist Church. He currently serves on the editorial boards of *Biblical Archaeologist* and *Quarterly Review*, is a past president of the Society of Biblical Literature (Southeastern Region), and is an elder in the Western North Carolina Annual Conference of the United Methodist Church. Prior to joining the Duke faculty, he taught at Union Theological Seminary in New York.

**Teresa M. Berger**, *Assistant Professor of Ecumenical Theology*. M.Th., Dipl. theol. (Mainz University, West Germany); L.Th. (St. John's College, Nottingham, England); Dr. theol. (University of Heidelberg); Dr. theol. (University of Munster).



Professor Berger's academic interests are in ecumenical and liturgical theology. Her published research includes studies on the liturgical thinking of nineteenth-century Tractarianism, as well as on an ecumenical theology of worship, and on women and worship. She held a visiting position at the Roman Catholic faculty of the University of Mainz (West Germany), where she taught liturgical theology. She serves on the editorial board of *Studia Liturgica*, of which she is the review editor.

**Dennis M. Campbell**, *Dean of The Divinity School and Professor of Theology*. A.B. (Duke University); B.D. (Yale University); Ph.D. (Duke University); D.D. (Florida Southern).



Dean Campbell teaches in systematic theology. His particular research interests are in ecclesiology, including theology of ministry, and ethics. Professor Campbell's books include *Authority and the Renewal of American Theology*; *Doctors, Lawyers, Ministers: Christian Ethics in Professional Practice*; and *The Yoke of Obedience: The Meaning of Ordination in Methodism*. He has written numerous articles for journals and is a professor at the undergraduate level. Dr. Campbell is an elder in the United Methodist Church. He has twice been a delegate to General Conference and is a member of the World Methodist Council. He was a delegate to the 1991 World Council of Churches Seventh International Assembly in Canberra, Australia. He serves on the Accrediting Commission of the Association of Theological Schools in the U.S. and Canada. Through his participation in several major academic boards, Dean Campbell is a national leader in U.S. higher education.

**Jerry D. Campbell**, *Professor of the Practice of Theological Bibliography*. B.A. (McMurry College); M.Div. (Duke University); M.S. (University of North Carolina); Ph.D. (University of Denver).



Dr. Campbell's principal efforts are directed toward ensuring that the Divinity School provides the resources necessary to support the research and study of faculty and students. He is concerned both with bringing resources to the Divinity School Library and with making them available for use as quickly as possible. His interests range from scholarly publishing to the computer automation of library practices. He also serves the wider university as vice-provost for library affairs and university librarian. Dr. Campbell, an ordained United Methodist clergyman, is a member of the University United Methodist Church Charge Conference in Chapel Hill. In University United Methodist Church, he chairs the Church and Society Work Area, occasionally teaches Sunday School, and assists the staff in other ways as needed.

**Ted A. Campbell**, *Assistant Professor of Church History*. B.A. (North Texas State University); B.A./M.A. (Oxford University); Ph.D. (Southern Methodist University).



Professor Campbell teaches principally in the area of post-Reformation European and British Church history, with a focus on Wesley studies. He is the author of *The Apostolate of United Methodism*, *The Religion of the Heart: A Study of European Religious Life in the Seventeenth and Eighteenth Centuries*, *John Wesley and Christian Antiquity: Religious Vision and Culture Change*, and has published articles in *Church History*, *The Wesleyan Theological Journal*, *Circuit Rider*, and the *AME Zion Quarterly Review*. Prior to his joining the Divinity School faculty in 1985, Professor Campbell served church appointments in Texas and taught for a year as visiting lecturer at the Methodist Theological School in Ohio.

**James L. Crenshaw**, *Professor of Old Testament*. B.A. (Furman University); B.D. (Southern Baptist Theological Seminary); Ph.D. (Vanderbilt University).



Professor Crenshaw's academic interests are in literary and theological interpretations of the Hebrew Bible. He teaches courses on biblical theology, wisdom and prophetic literature, prayer in the Old Testament, narrative art in the Hebrew Bible, the problem of evil, Job, Ecclesiastes, Proverbs, and introduction to the literature and history of ancient Israel. Among his publications are *Prophetic Conflict*, *Samson*, *Old Testament Wisdom*, *A Whirlpool of Torment*, *Ecclesiastes*, and *Story and Faith*. A former editor of the Society of Biblical Literature monograph series, he currently edits a series, *Personalities of the Old Testament*. A Baptist minister, he has been active in Baptist and Christian (Disciples of Christ) churches for over three decades. Before joining the Duke faculty, Professor Crenshaw taught at Atlantic Christian College, Mercer University, and Vanderbilt Divinity School.

**James Michael Efrd**, *Professor of Biblical Interpretation*. A.B. (Davidson College); M.Div. (Louisville Presbyterian Theological Seminary); Ph.D. (Duke University).



Having served on the Duke Divinity School faculty since 1962, Professor Efrd has concentrated on making biblical scholarship understandable and useful for men and women preparing primarily for parish ministry. In addition, he has taken this approach to the laity of the Church in many different denominations. Professor Efrd's teaching, research, and writing cover the broad spectrum of both the Old and the New Testaments and are reflected in thirteen books and in over fifty articles in various journals and Bible dictionaries.

**Donn Michael Farris**, *Professor of Theological Bibliography*. B.A. (Berea College); M.Div. (Garrett-Evangelical Theological Seminary); M.S. in Library Science (Columbia University).



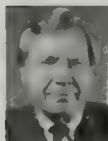
The senior member of both the Divinity School faculty and the University library staff, Professor Farris came to Duke in 1950 and has directed the growth of the Divinity School Library from 48,000 volumes at that time to its present size of more than a quarter of a million. He is a past president of the American Theological Library Association and is a member of its Board of Directors. He founded the association's official quarterly publication, the *ATLA Newsletter*, in 1953, and has edited it continuously for the past thirty-five years.

**Gayle Carlton Felton**, *Assistant Professor of Christian Nurture*. B.A. (North Carolina Wesleyan College); M.Div. (Duke University); Ph.D. (Duke University).



Gayle Carlton Felton specializes in the teaching ministry of the Church. In addition to Christian education, her academic interests include women's studies, Methodism, and American Christianity. Her current research is in the theology and practice of baptism, and she serves as a member of the General Commission on Baptism of the United Methodist Church. She is an ordained ministerial member of the North Carolina Conference and a member of the Board of Trustees of North Carolina Wesleyan College.

**Albert F. Fisher**, *Adjunct Professor of Parish Work*. A.B. (Duke University); B.D. (Duke University); D.D. (North Carolina Wesleyan College).



Albert Fisher has been with the Rural Church Division of The Duke Endowment since 1974, serving as director since 1977. As director of the Rural Church Division, he is responsible for making requests to the Trustees of The Duke Endowment from eligible beneficiaries. Many of the grants made through the Rural Church Division are made to Duke Divinity School or to students in the Divinity School who serve as student pastors or assistant pastors in rural United Methodist churches in North Carolina. Prior to joining The Duke Endowment, Professor Fisher was a pastor and a district superintendent in the North Carolina Conference. He is a member of the Board of Visitors of Duke Divinity School, a past president of the Divinity School Alumni Association, and a past president of the Duke University General Alumni Association.

**Mary McClintock Fulkerson**, *Assistant Professor of Theology*. B.M. (University of North Carolina at Chapel Hill); M.Div. (Duke University); Ph.D. (Vanderbilt University).



Professor McClintock Fulkerson's primary teaching interests are contemporary Protestant theology, authority in theology, ecclesiology, and feminist theologies, as well as nineteenth-century German Protestant thinkers. Her current research and publishing is in feminist theologies. She has published in such journals as *Journal of the American Academy of Religion* and *Journal of Feminist Studies in Religion*. Professor McClintock Fulkerson has served on the New Hope Presbytery Examination Committee and currently serves on the National Task Force on Theology and Practice of Ordination of the Presbyterian Church (U.S.A.)

**Stanley M. Hauerwas**, *Professor of Theological Ethics*. B.A. (Southwestern University); B.D., M.A., M.Phil., Ph.D. (Yale University).



Professor Hauerwas works in the field of theological ethics where he has sought to recover the significance of the virtues for understanding the nature of the Christian life. This has led him to emphasize the importance of the Church as well as narrative for understanding the nature of Christian existence. His work has been characterized by cutting across disciplinary lines as he is in conversation with systematic theology, philosophical theology, philosophical ethics, and political theory, as well as the philosophy of social science. He has published several books, but perhaps the best known are *The Peaceable Kingdom, A Community of Character*, and (with Will Willimon) *Resident Aliens: Life in the Christian Colony*. His most recent book is *Naming the Silences: God, Medicine, and the Problem of Suffering*. He lectures widely to church and academic audiences but his work clearly indicates his fundamental interest is in the upbuilding of moral discourse within the contemporary Christian community.

**Richard B. Hays**, *Associate Professor of New Testament*. B.A. (Yale University); M.Div. (Yale Divinity School); Ph.D. (Emory University).



The Divinity School's most recently appointed faculty member, Richard B. Hays, comes to us from Yale Divinity School where he taught after earning the Ph.D. in New Testament at Emory University in 1981. Professor Hays has emerged as one of his generation's major New Testament scholars and specializes in Pauline studies. His most recent book is *Echoes of Scripture in the Letters of Paul* (Yale University Press). He is an ordained United Methodist minister.

**Frederick Herzog**, *Professor of Systematic Theology*. Th.D. (Bonn University, Basel University); Th.M., Th.D. (Princeton Theological Seminary); D. Theol. (Bonn University).



Prior to joining the Divinity School faculty in 1960, Professor Herzog was pastor in his native North Dakota and on the faculty of what is now United Theological Seminary of the Twin Cities. His research centers in nineteenth-century Protestant thought, the polarization of systematics and dogmatics, philosophical method in religious studies and the development of a new paradigm of theology. Since the Civil Rights era he has shaped liberation theology as hermeneutical focus in the North American context. His publications include *Understanding God, Liberation Theology, Justice Church, and God-Walk: Liberation Shaping Dogmatics*. As member of Commissions of the United Church of Christ (and World Council of Churches) he has worked on concrete ecumenical union, doctrinal renewal, and globalization of theological education. He is also a member of the Oxford Institute of Methodist Theological Studies. Professor Herzog is an ordained minister of the United Church of Christ.



**Ann I. Hoch**, *Director of Student Life and Associate Director of Field Education*. B.A. (Austin College); M.Div. (Austin Presbyterian Theological Seminary).



Ann Hoch is an ordained Presbyterian minister who came to Duke from Princeton Theological Seminary, where she is completing a Ph.D. degree in homiletics. A graduate of Austin Presbyterian Theological Seminary in Austin, Texas, Ann Hoch served two pastorates before returning to Austin as dean of students and director of admissions. While at Princeton she served a church in rural New Jersey, taught preaching, and worked as coordinator of student financial aid.

**Willie J. Jennings**, *Lecturer in Theology and Black Church Studies*. B.A. (Calvin College); M.Div. (Fuller Theological Seminary).



Willie Jennings' teaching and research include systematic and philosophical theology. He also teaches in black, liberation, and Third World theologies and black church studies. Mr. Jennings is a native of Michigan and an ordained Baptist minister. He recently has served as interim minister of a Presbyterian church in Oxford, North Carolina.

**Susan A. Keefe**, *Assistant Professor Church History*, B.A. (University of Pennsylvania); M.A., Ph.D. (University of Toronto).



Dr. Susan A. Keefe joined the faculty as assistant professor of Church history in 1988 after a year as an Andrew W. Mellon Faculty Member in the Humanities at Harvard. Prior to that she taught at Davidson. She received her doctorate in Medieval Studies from the Centre for Medieval Studies, University of Toronto, in 1981. Her dissertation and publications examine the teaching and celebration of the sacraments of Christian initiation across Carolingian Europe using baptismal instructions written for parish priests.

**Thomas A. Langford**, *William Kellon Quick Professor of Theology and Methodist Studies*. B.A. (Davidson College); B.D., Ph.D. (Duke University); D.D. (Davidson College).



Professor Langford's academic interests are in systematic and philosophical theology, in British theology, and in theology in the Wesleyan tradition. He attempts especially to explore the relation of theology to culture. *Philosophy of Religion, Intellect and Hope, Practical Divinity, Christian Wholeness, Prayer and the Common Life, and Theology in the Wesleyan Tradition: A Sourcebook* are among his publications. Activity in the university as vice-provost and in the United Methodist Church also expresses his interests. He helped write the section on ministry in *The Book of Discipline of the United Methodist Church* and is the principal author of the current statement on the mission of the church. An elder in the Western North Carolina Conference, he has served as a delegate to Jurisdictional and General Conferences since 1972. Dr. Langford was dean of the Divinity School 1971-1981.

**Richard Alan Lischer**, *Professor of Homiletics*. B.A. (Concordia Senior College); M.A. (Washington University); B.D. (Concordia Seminary); Ph.D. (University of London).



A native of St. Louis, Professor Lischer's graduate theological training is in systematic theology. He is an ordained minister in the Evangelical Lutheran Church in America and has nine years of pastoral experience in rural and suburban settings. He joined the faculty of the Divinity School in 1979 and teaches in the areas of homiletics and ministry. In his scholarly work Dr. Lischer has sought to portray proclamation as an integrated theological activity. He has published widely in the areas of theology, ministry, and preaching. His books, *A Theology of Preaching* and *Theories of Preaching* deal with the theological and rhetorical bases of preaching. *Speaking of Jesus* reflects his parish experiences with grassroots evangelism.

**Bradley J. Longfield**, *Visiting Assistant Professor of American Christianity*. B.A. (Wesleyan University); M.Div. (Yale University); Ph.D. (Duke University).



A minister of the Presbyterian Church (U.S.A.), Dr. Longfield's current research focuses on religion and American higher education. His first book, *The Presbyterian Controversy: Fundamentalists, Modernists, and Moderates*, was published this year by Oxford University Press. Prior to coming to Duke, Dr. Longfield served as pastor of a rural congregation in Indiana.

**George Marsden**, *Professor of the History of Christianity in America*. A.B. (Haverford College); B.D. (Westminster Theological Seminary); M.A., Ph.D. (Yale University).



Professor Marsden has written and edited books on the history of American evangelicalism and fundamentalism. Currently his research focuses on the secularization of American universities. He is an editor of the *Reformed Journal*. His books include *Fundamentalism and American Culture*, *The Evangelical Mind and New School Presbyterian Experience*, *The Search for a Christian America*, *Reforming Fundamentalism: Fuller Seminary and the New Evangelicalism*, and *Religion and American Culture*. His most recent book is *Understanding Fundamentalism and Evangelicalism*. Before coming to Duke in 1986, he taught for twenty-one years at Calvin College.

**Paul A. Mickey**, *Associate Professor of Pastoral Theology*. B.A. (Harvard University); B.D., Ph.D. (Princeton Theological Seminary).



Prior to joining the Duke faculty, Professor Mickey served pastorates in Ohio and New Jersey, was a chaplain services specialist in the Air Force, and was a behavioral and management consultant for Western Electric Psychological Testing Division. An ordained United Methodist minister, his primary interests are in the areas of marriage and family counseling, developing parish leadership skills, and the intersection of theology and psychology. He has published in the areas of marriage counseling and parish leadership skills. His most recent books are *Of Sacred Worth: Biblical and Pastoral Perspectives on Homosexuality* (Abingdon Press) and *The Clergy Family: Is Normal Life Possible?* (Zondervan). Current areas of interest are in self esteem issues for adults and children, with specific focus on the developmental, spiritual, and theological blockages resulting from abusive and obsessive behavior.

**Carol Marie Norén**, *Assistant Professor of Homiletics*. B.A. (Augustana College); M.Div. (Garrett-Evangelical Theological Seminary); Ph.D. (Princeton Theological Seminary).



A native of Illinois, Professor Norén is an elder in the United Methodist Church. She served churches in Manchester, England, and in the Northern Illinois Conference before entering Princeton. She was on the faculty of Princeton Theological Seminary prior to coming to the Divinity School. Among her publications are *A Lay Person's Guide to Worship* and *The Woman in the Pulpit*. Her academic interests are in the history and theology of preaching, issues related to women and preaching, and preaching in the Wesleyan tradition. Her current research is on the preaching of Swedish and Swedish-American Methodists. She has preached widely in the United States and Europe.

**Russell E. Richey**, *Associate Dean for Academic Programs and Research Professor of Church History*. B.A. (Wesleyan University); B.D. (Union Theological Seminary); M.A., Ph.D. (Princeton University).



Before coming to Duke, Professor Richey was on the faculty of Drew University where he taught American church history and served terms as dean of students in the Theological School and as assistant to the president. Editor of three books, most recently, *Rethinking Methodist History* (1985), and the author of many articles, he has research interests in institutional aspects of American religion and in Methodist history. He teaches in American Christianity and American Methodism. Professor Richey is an elder in the North Carolina Conference of the United Methodist Church.

**B. Maurice Ritchie**, *Associate Dean for Student Life and Director of Field Education*. B.A. (Davidson College); B.D. and Th.M. (Duke University).



The Reverend B. Maurice Ritchie specializes in the practice of ministry and the training of persons for ministry in parishes, institutions, chaplaincies, and a variety of other settings. His own experience includes service as a parish minister, as college chaplain, and a professor at the undergraduate level. He previously served the Divinity School as director of admissions and student affairs. He is an elder in the Western North Carolina Conference and a member of the Board of Ordained Ministry of that Conference and of the Southeastern Jurisdiction.

**Dwight Moody Smith**, *George Washington Ivey Professor of New Testament*. B.A. (Davidson); B.D. (Duke University); M.A., Ph.D. (Yale University); Litt. D. (Davidson College).



Professor Smith's *Composition and Order of the Fourth Gospel* appeared in 1965. Subsequently, his contributions to Johannine scholarship have taken the form of articles, essays, and reviews, the most notable of which were published in *Johannine Christianity*. His textbook, with Robert A. Spivey, *Anatomy of the New Testament*, is currently in its fourth revised edition. *John*, in the Proclamation Commentaries Series, appeared in a revised edition in 1986. He has published *Interpreting the Gospels for Preaching*, as well as articles in the *Interpreter's Dictionary of the Bible*, *Harper's Bible Dictionary*, and *Macmillan's Encyclopedia of Religion*. He has been a postdoctoral fellow of the Lilly Foundation (Zurich Foundation), the

Guggenheim Foundation (Cambridge University), the Association of Theological Schools, and the Center for Theological Inquiry (Princeton). From 1960 to 1965, he taught at the Methodist Theological School in Ohio. He is an elder in the South Carolina Annual Conference.

**Harmon L. Smith**, *Professor of Moral Theology and Professor of Community and Family Medicine*. B.A. (Millsaps College); B.D., Ph.D. (Duke University).



Professor Smith's teaching centers in systematic Christian ethics and medical ethics. His principal research interests are in ethical method, decision theory, and ethics and medicine. He has been a visiting professor in several universities both here and abroad, and has lectured in more than 150 colleges and universities, and more than 75 hospitals and medical schools, in the U.S., Canada, and Europe. His most recent book is *Professional Ethics and Primary Care Medicine* (with Larry Churchill). He is a priest of the Episcopal Church, canonically resident in the Diocese of North Carolina.

**William E. Smith**, *Professor of the Practice of Christian Ministry*. B.A., D.D. (Western Maryland College); Th.D. (Boston University School of Theology).



A native of Maryland and ordained in the Baltimore Conference of the United Methodist Church, Dr. Smith served churches in Massachusetts, Maryland, and Ohio. He was also chaplain of Boston University, vice-president of Wesley Theological Seminary in Washington, D.C., and district superintendent of the Columbus South District, West Ohio Conference. A resident of Pinehurst, North Carolina, he teaches in parish administration, preaching, and the Church's ministry.

**David C. Steinmetz**, *Amos Ragan Kearns Professor of the History of Christianity*. B.A. (Wheaton College); B.D. (Drew University); Th.D. (Harvard University).



Professor Steinmetz is a specialist in the history of Christianity in the late Middle Ages and Reformation. Before coming to Duke in 1971, he taught at Lancaster Theological Seminary of the United Church of Christ. In 1977 he was a visiting professor at Harvard University and a Guggenheim Fellow at Cambridge University. A former president of the American Society of Church History (1985), he has written numerous books and articles in his field, including *Luther and Staupitz* (1980), *Luther in Context* (1986), and *Memory and Mission: Theological Reflections on the Christian Past* (1988). He is a United Methodist minister and a member of the North Carolina Conference.

**James L. Travis III**, *Clinical Professor of Pastoral Care*. B.A. (Mississippi College); B.D., Th.M. (Southern Baptist Theological Seminary); Ph.D. (Emory University).



Professor Travis' clinical and academic interests have combined over twenty-five years of pastoral care and education in psychiatric and general hospitals. Earlier publications address issues such as New Testament implications for pastoral care and counseling, and liturgical worship in a psychiatric hospital. Certified as a chaplain supervisor by the Association for Clinical Pastoral Education, he is interested in the formation and development of persons in the pastoral role, medical ethics, and pastoral care. His research interests include the relationship of pastoral care to health care and the measurement of objectives in CPE programs. Dr. Travis is chaplain to Duke University Hospital and director of pastoral services at Duke University Medical Center.

**Karen B. Westerfield Tucker**, *Lecturer in Liturgics*. B.A. (Emory and Henry College); M.Div. (Duke University); M.A. (University of Notre Dame).



An elder in the United Methodist Church, Karen Westerfield Tucker has served as a local church pastor and as a campus minister in the Central Illinois Conference. She is also a trained musician, frequently serving as a church organist and choir director. Her academic interests include American Methodist liturgies, Wesleyan and American hymnody, and the pastoral dimensions of liturgy. She is currently engaged in the research and writing of her Ph.D. dissertation that explores the development of American Methodist services of marriage and burial.

**William C. Turner, Jr.**, *Assistant Research Professor of Theology and Black Church Studies*. B.S., M.Div., Ph.D. (Duke University).



Professor Turner held positions within Duke University in student affairs and Afro-American Studies before joining the Divinity School faculty. His ongoing work focuses on pneumatology and the tradition of spirituality and preaching within the black church. Articles on "Black Evangelicalism," "The Musicality of Black Preaching," and "The Black Church and the Ecumenical Tradition" reflect his teaching and writing interests. Professor Turner travels widely as a preacher and lecturer. He retains active involvement in church and community activities.



**Geoffrey Wainwright**, *Professor of Systematic Theology*. B.A., M.A., B.D., D.D. (University of Cambridge); Th.D. (University of Geneva).



A minister of the British Methodist Church, Dr. Wainwright taught theology in Cameroon, West Africa (1967-73), Birmingham, England (1973-79), and Union Theological Seminary, New York (1979-83). He is author of *Eucharist and Eschatology* and of *Doxology*, and an editor of *The Study of Liturgy* and *The Study of Spirituality*, all published by Oxford University Press. He is a member of the Faith and Order Commission of the World Council of Churches and currently chairs the international dialogue between the World Methodist Council and the Roman Catholic Church. His churchly interests are reflected in his books, *The Ecumenical Moment* and *Wesley and Calvin as Sources of Theology, Liturgy, and Spirituality*. He teaches across the entire range of Christian doctrine and is particularly interested in the truth claims of faith and theology.

**John H. Westerhoff III**, *Professor of Theology and Christian Nurture*. B.S. (Ursinus College); S.T.B. (Harvard University); Ed.D. (Columbia University); D.D. (Ursinus College).



Professor Westerhoff is well known for his numerous books, of which *Will Our Children Have Faith?* has become a classic. Having taught at various universities throughout the world, he has been at Duke since 1974. As a pastoral theologian, he focuses his work on Christian formation and spirituality. As editor of the journal *Religious Education* for over a decade, he has significantly influenced the Church's understanding of its educational mission and ministry. An original thinker and popular speaker, lecturer, consultant, and retreat leader, he travels internationally, working in various ecumenical settings. An Episcopal priest, Dr. Westerhoff is theologian-in-residence and warden of the Institute for Pastoral Studies at St. Bartholemew's Episcopal Church, Atlanta, Georgia.

**William H. Willimon**, *Professor of Christian Ministry and Dean of the Chapel*. B.A. (Wofford College); M.Div. (Yale University); S.T.D. (Emory University); D.D. (Westminster College).



Professor Willimon teaches courses in preaching and worship in addition to his duties as dean of Duke University Chapel. Before coming to Duke, he served as pastor in churches in Georgia and South Carolina. His research and publication includes work in liturgics, homiletics, and pastoral care. He is the author of thirty-two books, two of which have been selected by the Academy of Parish Clergy as "the most useful book for pastors" in the year in which they were published. He has served the Church as an editor of new worship resources, curriculum writer, and as a member of the United Methodist Commission on Worship. He is on the editorial board of three professional journals, including *Quarterly Review* and the *Christian Century*, and has lectured in the United States, Korea, and Europe. He is an elder in the South Carolina Conference of the United Methodist Church.

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## *Admissions*



*Admissions Secretary Dink Suddaby with pet at Blessing of the Animals Service.*

## Requirements and Procedures

The Divinity School is a fully accredited member of the Association of Theological Schools and is one of thirteen accredited seminaries of the United Methodist Church. It considers candidates for admission who hold an A.B. degree, or its equivalent, from a college approved by a regional accrediting body.

**Preseminary Curriculum.** The Divinity School follows the guidelines of the Association of Theological Schools with respect to undergraduate preparation for theological study. In general, this means a strong background in liberal arts, especially the humanities. A well-rounded background in English language and literature, history, philosophy, psychology, religion, social science, and foreign languages is especially desirable.

**Application Procedures for Master of Divinity and Master of Religious Education Programs.** Application forms secured from the admissions office should be filed six to twelve months in advance of the intended date of enrollment. Ordinarily, no application for a degree program will be accepted after 15 May and 1 November for August and January enrollments, respectively. The student should provide the following supporting documents and information: (1) one copy of the official transcript from each college, university, or seminary attended sent by the institution directly to the director of admissions; (2) one supplementary transcript, sent as soon as possible, showing completion of work that was in progress when the earlier transcript was made; and (3) the names of five persons who are best qualified to judge the applicant as a prospective student in the Divinity School and who will be contacted by the applicant for written letters of recommendation. Of these five references, two or three should be academic and two or three should be general, including a home pastor or official denominational representative. *Materials submitted in support of an application are not released for other purposes and cannot be returned to the applicant.*

Applicants are strongly urged to come for on-campus visits and interviews prior to final admission. *A minimum of thirty days is required to process any application for a degree program.*

Graduates of unaccredited senior colleges and universities may apply for admission, but will be considered for admission only on a limited program basis (see next page).

**Admission Requirements.** Those persons are encouraged to apply:

1. who have or will have been awarded a bachelor's degree from a regionally accredited college or university prior to their intended date of enrollment;
2. who have attained at least an overall B- (2.65 on 4.0 scale) academic average; and



3. who are committed to some form of ordained or lay ministry.

*Applicants are evaluated on the basis of academic attainment, future promise for ministry, and vocational clarity and commitment.*

**Admission on Limited Program.** Limited program is a special relation between the school and the student, designed to encourage and support academic achievement. Students may be admitted on limited program for a number of reasons including an undergraduate degree in a program other than liberal arts, an undergraduate degree from a nonaccredited college, or an undergraduate transcript that does not fully meet Divinity School standards.

Limited program means reduced schedules of work, with the amount determined by the associate dean for academic programs (ordinarily no more than three courses each of the first two semesters), and also includes a review of work at the end of each semester by the Committee on Academic Standing until limited program status is lifted.

**Application Procedures for Master of Theological Studies Program.** Application forms can be secured from the admissions office and should be filed six to twelve months in advance of the intended date of enrollment. Ordinarily, no application for the M.T.S. degree will be accepted after 15 May and 1 November for August and January enrollments, respectively. The student should provide the following supporting documents and information: (1) one copy of the official transcript from each college, university, or seminary attended sent by the institution directly to the director of admissions; (2) one supplementary transcript, sent as soon as possible, showing completion of work that was in progress when the earlier transcript was made; (3) the names of three or four college (or seminary) professors who are best qualified to judge the applicant as a prospective student in the Divinity School and who will be contacted by the student for written letters of recommendation; and (4) the name of at least one person willing to serve as a general reference who will be contacted by the student for a written letter of recommendation. *Materials submitted in support of an application are not released for other purposes and cannot be returned to the applicant.*

**Admission Requirements.** Those persons are encouraged to apply for the M.T.S.:

1. who have been awarded a bachelor's degree from a regionally accredited college or university prior to their intended date of enrollment;
2. who have attained at least an overall B (3.0 on a 4.0 scale) academic average; and
3. who demonstrate program goals commensurate with this degree program.
4. where applicable, who are committed to some form of diaconal or lay ministry.

**Application Procedures for Master of Theology Program.** Application forms can be secured from the admissions office and should be filed six to twelve months in advance of the intended date of enrollment. Ordinarily, no application for the Th.M. degree will be accepted after 15 May and 1 November for August and January enrollments, respectively. The student should provide the following supporting documents and information: (1) one copy of the official transcript from each college, university, or seminary attended sent directly to the director of admissions by the institution; (2) one supplementary transcript, sent as soon as possible, from the seminary showing completion of work that was in progress when the earlier transcript was made; (3) the names of three seminary professors who are best qualified to judge the applicant as a prospective student in the Divinity School and who will be contacted by the student for written letters of recommendation; (4) the name of one denominational official qualified to appraise the applicant's ministerial work who will be contacted by the student for a written letter of recommendation;

and (5) scores from either the Graduate Record Examination or the Miller Analogies Test sent directly to the school. *Materials submitted in support of an application are not released for other purposes and cannot be returned to the applicant.*

**Admission Requirements.** Those persons are encouraged to apply for the Th.M.:

1. who have been awarded a bachelor's degree from a regionally accredited college or university;
2. who have or will have been awarded the M.Div. degree (or the equivalent) from an accredited theological institution;
3. who have achieved superior academic records; and
4. who desire to continue or resume their theological education for enhancement of professional competence in selected areas of study.

*Other than one scholarship per year for an international student and one Parish Ministry Fund scholarship per year for a student from either the Western North Carolina or North Carolina Conference, Master of Theology students are not eligible for any form of financial assistance through the Divinity School.*

**Additional Procedures for International Students.** Fully qualified students from outside the United States are welcome to apply for admission to the Divinity School. In applying for admission the international student must, in addition to the information required of all students, submit with the application material: (1) if the student's native language is not English, certification of English proficiency demonstrated by scores from the Test of English as a Foreign Language (TOEFL), administered through the Educational Testing Service in Princeton, New Jersey, (the Divinity School requires a score of 550 or higher on the TOEFL); (2) a statement of endorsement from an official of the student's national ecclesiastical body, affirming that ecclesiastical body's support for the student's pursuit of theological studies in the United States and welcoming the student into active ministry under its jurisdiction following the student's study in this country; and (3) a statement demonstrating financial arrangements for the proposed term at the Divinity School (estimated costs per calendar year are \$17,000\*). *An international student must submit scores from the TOEFL, a financial statement, an endorsement by an official of an ecclesiastical body, and have all transcripts and five letters of recommendation sent to the Admissions Office of the Divinity School before the Divinity School will make any offer of admission.*

**Admission as a Special Student.** Special student status is a restricted category of admission for persons who do not have need of a degree program and who desire access to the rich offerings of the Divinity School curriculum for particular purposes (courses are taken for credit). Special student status may be granted after a person has submitted an application and all transcripts of undergraduate academic work and when all three letters of recommendation have been received from listed references. Applications for special student status must be submitted at least forty-five days prior to the intended date of enrollment. *Special students are ineligible for any form of financial assistance through the Divinity School.*

**Admission Acceptance.** Applicants are expected to indicate their acceptance of admission within three weeks of notification and to confirm this with the payment of an admission fee of \$50. Upon matriculation, this fee is applied to the first semester tuition charge.

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\* Figures are based on 1989-90 charges and are subject to change.

To complete admission, students must provide a certificate of immunization and general health to the student health service. The Admissions Office must also receive a final transcript verifying the conferral of the undergraduate (for the M.Div., M.T.S. and M.R.E.) or seminary (for the Th.M.) degree.

Persons who do not matriculate at the time for which they were originally admitted forfeit admission unless they present a written request for postponement to the director of admissions. The application will then be placed in the deferred file, active for one calendar year.

**Transfer of Credit.** Transfer of credit from theological schools accredited by the Association of Theological Schools is allowed by the Divinity School towards the Master of Divinity, Master of Religious Education, and Master of Theological Studies degrees. Credit from another institution will normally be limited in the M.Div. and M.R.E. programs to one-third of the total number of credits required for graduation by the Divinity School (and to one-quarter for the M.T.S.). In each case a letter of honorable dismissal from the school from which transfer is made is required along with a transcript of academic credits. Applicants for transfer into a degree program are evaluated on the same basis as other applicants.

## Conduct of Students

Duke University expects and will require of all its students continuing loyal cooperation in developing and maintaining high standards of scholarship and conduct. The university wishes to emphasize its policy that all students are subject to the rules and regulations of the university currently in effect, or which are put into effect from time to time by the appropriate authorities of the university. Any student, in accepting admission, indicates willingness to subscribe to and be governed by these rules and regulations and acknowledges the right of the university to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate, for failure to abide by such rules and regulations or for conduct adjudged unsatisfactory or detrimental to the university.

The Divinity School expects its students to participate in a communally shared concern for growth in life appropriate to Christian faith and to the dignity of their calling.

## Readmission to Duke Divinity School

Persons seeking readmission to the Divinity School's degree programs must complete the following requirements: (1) submit a new application; (2) submit an additional statement detailing reasons for withdrawal and reasons for seeking readmission at this time, and describing activities and employment undertaken since withdrawal; (3) submit the names of at least three persons willing to serve as references who will be contacted by the student, one of which must be an ecclesiastical official; and (4) transcripts of all academic work undertaken since withdrawal from the Divinity School.

These new materials, supplemented by the individual's original application and Divinity School academic and field education files, will be reviewed by the members of the Admissions Committee for an admission decision. An interview with the director of admissions prior to the processing of the application for readmission is encouraged and may be required. Any questions about readmission procedures should be addressed to the director of admissions. Applications for readmission will be evaluated on the basis of academic attainment, future promise for the ministry, and vocational clarity and commitment.





*Admissions Director Greg Duncan (second from left) interviews students.*

*Community Life*



## Corporate Worship

One of the most important aspects of training for Christian life is vigorous, inspiring, and varied participation in corporate worship. This corporate life of the Divinity School is centered in York Chapel where three services are held weekly—a service of word and prayer on Tuesday, a service of preaching on Wednesday, and a service of word and table on Thursday. Faculty members, administrators, and students share joint responsibility for these services that express the variety and diversity of theological and liturgical traditions represented in the community. These chapel services are followed by a fellowship time in the student lounge where students, faculty, administrators, support staff, spouses and children, and visitors gather for refreshments and conversation.

The Divinity School enjoys a particularly close relationship with Duke Chapel. Throughout the year, Divinity School administrators and faculty, as well as guests of national and international stature, preach at Sunday morning worship services. Each year many of our students join the 200-plus member Duke Chapel Choir that provides choral music on Sunday mornings and special music programs throughout the academic year, including an annual Christmas performance of Handel's *Messiah*. Divinity students and faculty also contribute to the leadership of the ministry of Duke Chapel by chairing and serving on standing committees: Faith and the Arts, Supportive Ministries, Worship, Prophetic Concerns, and Leadership and Development.

## Student Activities and Organizations

"We the students of the Divinity School of Duke University covenant together to be a community of faith under the Gospel of Jesus Christ. We seek to be faithful to the Gospel, to live a life of grace and justice, and to make known to the world the love of God for the world" (Preamble, *Constitution of the Student Association*). In the absence of common living and dining accommodations, community life in the Divinity School centers around a number of organizations and activities.

**The Student Association.** The officers of the Student Association are elected and serve as an executive committee for conducting the business of the Representative Assembly.

The purpose of the association is to channel the interests and concerns of Divinity School students to the following ends:

1. to express itself as a community of faith in witness and fellowship;
2. to provide student programs, activities, and services;



3. to collect and raise money, through dues and other channels, to help accomplish these purposes.

Several standing association groups exist whose major purpose is to provide students with opportunities to express and share personal, professional, and spiritual development with each other.

**Athletics and Recreation.** A person is selected from the student body to coordinate the Divinity School's participation in Duke University intramural sports. This person is a member of the Student Representative Association, which helps support athletic teams and recreational events with finances and publicity.

**Black Seminarians' Union.** This is an organization of black students whose major purposes are to insure the development of a theological perspective commensurate with the Gospel of Jesus Christ and relevant to the needs of black seminarians and the black church in order to improve the quality of life academically, spiritually, politically, and socially in the Divinity School.

**Christian Educators Fellowship.** As a professional organization for persons who serve or intend to serve as professional Christian educators, C.E.F. interprets the role of the Christian educator in the total ministry of the Church and provides support, fellowship, and professional relationships. In addition to monthly program meetings, a Christian education emphasis week is held each spring.

**Christian Social Action Committee.** A committee of the Student Representative Assembly, Christian Social Action serves as a forum through which persons explore what it means to live out the Gospel in a social context as witnesses of Christ. The organization prays for the support of the community and for guidance concerning social issues and also seeks to create awareness of a larger vision of God's will in society. C.S.A. meets on a regular basis hosting programs that reflect theologically on a variety of social issues. Members of the group also provide leadership for events such as the annual Crop Walk, Red Cross blood drives, and they volunteer weekly to serve meals at Durham's shelter for the homeless.

**Community Life Committee.** The Community Life Committee is a committee of the Student Representative Assembly that plans community-wide events for students and faculty and their families. The activities include social gatherings during orientation, meals and parties at holiday times, and fellowship times throughout the school terms.

**Divinity Choir.** A student organization of long standing is the Divinity School Choir. Membership is open to all qualified students. The choir sings regularly for weekday worship and at special seasonal programs and services. New members are chosen by informal auditions that are arranged for all who are interested.

**Divinity Families.** Divinity Families is an organization that offers the families of regularly enrolled students opportunities for sharing interests and concerns. The group plans activities on a monthly basis in which entire families may participate. Activities include meals, movies, a hayride, and attending university sporting events together.

**Divinity Players.** The Divinity Players is a group of students who are interested in expressing themselves through drama and in offering entertainment and liturgical leadership to the Divinity School community.

**Divinity Students for Gay and Lesbian Concerns.** The purpose of this group is to serve the Divinity School community by increasing awareness of lesbians and gays in the Church. All members of the community are invited to participate, and the group seeks to enhance understanding about homosexuality in the Church through various opportunities for discussion and dialogue.

**Order of St. Luke.** Formed to bring about a recovery of the worship and sacramental practice which has sustained the Church since its formation in apostolic times, the Order of St. Luke is a religious order within the United Methodist Church that additionally is concerned to help recover the spiritual disciplines of John and Charles Wesley as a means of perceiving and fulfilling the Church's mission. Membership in the Order is open to all seminarians.

**Spiritual Formation Groups.** While students advance in the area of academics, they have a corresponding need to attend to their spiritual development. Within the community there are several student-initiated small groups that help meet such needs. Students, faculty, and staff are all invited to participate.

**Student Pastors Association.** Students actively serving their denominations in an ordained or lay capacity have the opportunity to meet, to share, to plan, and to act on their common needs and concerns.

**Students Against Drunk Driving.** This organization is a national group affiliated with Mothers Against Drunk Driving. The Divinity School has a chapter that seeks to work locally in public awareness of issues relating to the abuse of alcohol and drugs.

**The Between Times.** This publication is the weekly student newspaper that reports on student activities, posts information on field education opportunities, and announces important events in the community. The paper also gives students a forum for presenting various ideas and for editorials.

**Theological Students Fellowship.** T.S.F. is a student group formed for students who seek to understand, study, and discuss evangelical perspectives on issues in theological education and the Church. Meetings are bi-weekly.

**Women's Center.** The Women's Center serves the entire Divinity School community through a focus on the special needs and contributions of women in ministry in and to the Church and society. The office, coordinated by two women, is a resource center for the whole community, in addition to a support and action center for women in particular.

The student body is also represented on various Faculty Committees. Students serve with faculty and administration on the Admissions, Field Education Policy, Financial Aid Policy, Worship, Fine Arts, Lectures, Educational Affairs, and other committees. In addition, the Judicial Board is composed of a representative group from the Divinity School community.

## Living Accommodations

**Town House Apartments.** Duke University operates Town House Apartments primarily for graduate and professional school students. Others may be housed if vacancies exist. The setting of these apartments provides single graduate students a comfortable, home-like atmosphere. Sixteen of the thirty-two air-conditioned apartments are equipped for two students, and the remaining sixteen units are equipped for three students.

**Central Campus Apartments.** Duke University operates a 500-unit housing facility known as Central Campus Apartments. The complex provides basic housing for undergraduate and single graduate students. Assignments are made on a first-apply, first-assigned basis. These one-bedroom and two-bedroom apartments are fully furnished.

**Application Procedures.** When students are informed of their acceptance to the Divinity School, they will also receive a form on which to indicate their preference for university housing. This form should be returned to the Department of Housing Management. Detailed information on the types of accommodations and application

forms will be forwarded to the accepted student. However, if additional information is desired prior to a student's acceptance, please write to the Department of Housing Management, Duke University, Durham, North Carolina 27706.

**Off-Campus Housing.** The Department of Housing Management maintains lists of rental apartments, rooms, and houses provided by Durham property owners or real estate agents who will agree not to discriminate in the rental of property because of race, sex, creed, or nationality of a prospective tenant. These lists are available in the Central Campus office. Off-campus rental properties are not inspected or approved, nor does Duke University or its agents negotiate with owners for students, faculty, or staff. The majority of divinity students live in off-campus apartment complexes because of their proximity to the school and their competitive rental rates. A listing of such complexes can be secured from the Department of Housing Management of the university or from the Office of Admissions of the Divinity School.

**Food Services.** Food service facilities located throughout the Duke campus include both point plan and cash operations. Details are available from the Food Services Business Office, 024 West Campus Union Building. West Campus dining facilities include the Blue and White Room cafeteria, the Cambridge Inn, and the Oak Room, all located in West Campus Union Building. Fast food operations are also located in the Bryan Center. Duke University Food Services is a leading employer on campus, and hires students in almost every food operation. A listing of open positions and areas is available from the Student Labor Services Office, 302 West Campus Union Building.

## Student Health

The aim of the university health service is to provide medical care and health advice necessary to help the student enjoy the university community. To serve this purpose, both the university health service clinic and the university infirmary are available for student health care needs. A separate fee for this service is assessed.

The main components of the health service include the university health service clinic, located in the Pickens Building on Erwin Road, and the university infirmary in Duke Hospital South. Emergency transportation, if required, can be obtained from the Duke campus police. Residential staff personnel or Divinity School administrators should be consulted whenever possible for assistance in obtaining emergency treatment.

The facilities of the university health service clinic are available during both regular and summer sessions to all currently enrolled full-time students. The facilities of the university infirmary are available during the regular sessions, from the opening of the university in the fall until graduation day in the spring to all currently enrolled full-time students.

The university has made arrangements for a student insurance plan to cover all full- and part-time degree students for a 12-month period. Each full- or part-time degree student must purchase this student insurance or complete the waiver statement contained on the university invoice indicating that he/she is covered by other generally comparable insurance. The insurance requirement may also be waived by signing the appropriate space in the invoice indicating the student's willingness to assume the medical costs of any sickness or accident. Married students are expected to be financially responsible for their dependents, providing for hospital, medical, and surgical care, because their dependents are not covered at any time by student health. However, for additional fees a student may obtain coverage for a spouse or spouse and child/ren.

The resources of the Duke University Medical Center are available to all Duke students and their spouses and children. Charges for any and all services received from the Medical Center are the responsibility of the student, as are the charges for services received from physicians and hospitals not associated with Duke University.



**Counseling and Psychological Services.** Counseling and Psychological Services (CAPS) is a component of student services that provides a coordinated, comprehensive range of counseling and developmental services to assist and promote the personal growth of Duke students. The professional staff is composed of psychologists, clinical social workers, and psychiatrists experienced in working with students of all ages. They provide evaluation and brief counseling/psychotherapy regarding a wide range of concerns, including such issues as self-esteem and identity, family relationships, academic performance, dating, intimacy, and sexual concerns. Although students' visits with counselors are usually by appointment, a walk-in consultation service is provided two hours each weekday for students with urgent personal concerns.

Each year CAPS offers a series of self-development seminars focusing on skills development and special interests. These explore such interests as stress management, assertiveness training, career planning, couples' communication, and study skills. Interested students may call or come by CAPS for further information.

As Duke's center for administration of national testing programs, CAPS also offers a wide variety of graduate/professional school admission tests and professional licensure and certification examinations. The staff is also available to the entire university community for consultation, educational activities in student development, and mental health issues affecting not only individual students but the campus community as a whole. They work with campus personnel, including administrators, faculty, student health staff, religious life staff, resident advisers, and student groups, in meeting needs identified through such liaisons. Staff members are available to lead workshops and discussion groups on topics of interest to students.

CAPS maintains a policy of *strict confidentiality* concerning information about each student's contact with the CAPS staff. If a student desires that information be released to anyone, written authorization must be given by the student for such release.

There are no charges for initial evaluation, brief counseling/psychotherapy, or self-development seminars. If appropriate, referral may be made to other staff members or a wide variety of local resources.

Appointments may be made by calling 684-5100 or coming by the office in 214 Old Chemistry Building, West Campus, between 8:00 A.M. and 5:00 P.M., Monday through Friday. If a student's concern needs immediate attention, that should be made known to the secretary, and every effort will be made to arrange for the student to talk with a staff member at the earliest possible time.

## Motor Vehicles

Each student possessing or maintaining a motor vehicle at Duke University must register it at the beginning of the academic year. If a motor vehicle is acquired and maintained at Duke University after academic registration, it must be registered within five calendar days after operation on the campus begins. Resident students are required to pay an annual fee of \$50 for each motor vehicle or \$25 for each two-wheeled motor vehicle. Students first registering after 1 January are required to pay \$30 for a motor vehicle or \$15 for a two-wheeled motor vehicle.

At the time of registration of a motor vehicle, the following documents must be presented: the state vehicle registration certificate, a valid driver's license, and satisfactory evidence of automobile liability insurance coverage with limits of at least \$10,000 per person, \$20,000 per accident for personal injuries, and \$5,000 for property damage, as required by the North Carolina motor vehicle law.

If a motor vehicle or a two-wheeled motor vehicle is removed from the campus permanently and the decal is returned to the traffic office prior to 20 January there will



*Jogging on Duke's East Campus.*

be a refund of one-half of the fee paid for either a motor vehicle or a two-wheeled motor vehicle.

## **Cultural Resources**

Divinity School students enjoy access to the many resources of the university community, particularly in the area of the performing arts. Two active campus film societies sponsor screenings of major motion pictures on Saturday and Sunday evenings. Other films of a classical nature are offered on Tuesday through Thursday nights, with free films for children scheduled every other Saturday morning. Opportunities in music, dance, and drama are provided by the following: the Duke Artists Series, Broadway at Duke, the Chamber Arts Society, Hoof 'n Horn, the Duke University Collegium Musicum, Duke Players, Duke Dance, the Duke University Symphony Orchestra and the Wind Symphony, the Duke University Jazz Ensemble, the Ciompi Quartet, Dance Black, and the Modern Black Mass Choir, among others.

## **Athletic Programs**

In addition to unrestricted access to all university athletic and recreational facilities, divinity students enjoy other benefits from Duke's commitment to college athletics. The university is a member of the Atlantic Coast Conference of the National College Athletic Association, and offers intercollegiate competition in a variety of sports. Special admission rates to football and basketball games are available to graduate and professional students. The university supports a strong intramural program in which the Divinity School participates enthusiastically. In recent seasons the school has fielded teams in football, men's, women's, and co-rec basketball, volleyball, soccer, and softball.



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## *Financial Information*



*Roman bronze coin, Kenneth W. Clark Collection, Duke University Museum of Art.*

# Fees and Expenses

**Master of Divinity, Master of Theological Studies, and Master of Religious Education Candidates.** The table below lists basic minimum expenditures. In addition to the fees cited here, there is an admission fee of \$50 which is applied to the first term bill. See relevant section on admissions for details.

	<i>Per Semester</i>	<i>Per Year</i>
Tuition—M.Div., M.T.S., and M.R.E.	\$3,300	\$6,600
Student Health Fee	150	300
Student Representation Association Fee	20	40

Tuition will be charged at the rate of \$825 per course. The figures shown are for a program carrying eight courses per year. Students will be charged for additional course enrollments.

**Master of Theology Candidates.** A student who is a candidate for the Th.M. degree will be liable for tuition on the basis of eight courses at the rate of \$825 per course. All other costs and regulations for the Th.M. degree are the same as those for the M.Div. degree. Th.M. students are not ordinarily eligible for student financial aid.

**Special Student.** A special student is one who is enrolled for academic credit, but who is not a candidate for a degree at that time. The tuition will be charged on a course basis. Other costs and regulations are the same as those for M.Div. candidates. No financial aid is available.

**Audit Fee.** Anyone seeking to audit a course in the Divinity School must, with the consent of the instructor concerned, secure permission from the associate dean's office. In accordance with the general university practice, a fee of \$100 per course will be charged to all auditors who are not enrolled as full-time students.

**Estimated Living Expenses.** The total cost for a student to attend Duke Divinity School varies according to individual tastes and requirements; however, experience indicates that a single student may expect to spend a minimum of \$15,140 for nine months, and a married couple may expect to spend a minimum of \$21,240.

**Housing Fees.** Estimated minimal on-campus housing cost for a single student will be approximately \$3,000 during 1990-91. Presently the university does not provide housing for married students. Housing fees are subject to change prior to the new academic year. A \$100 deposit is required on all reservations.

Rates for Central Campus Apartments will be quoted to applying students upon request to the manager of apartments and property. Refunds on housing fees will be made in accordance with the established schedules of the university.

**Athletic Fee.** Divinity School students may secure admission to all regularly scheduled university athletic contests held on the university grounds during the entire academic year by payment of the athletic fee of \$100 per year plus any federal tax that may be imposed. The fee is payable in the fall semester.

**Payment and Penalty.** Invoices for tuition, fees, and other charges will be sent by the bursar's office and are payable by the invoice due date; no deferred payment plans are available. As a part of the agreement of admission to Duke University, a student is required to pay all invoices as presented. If full payment is not received, a late payment charge as described below will be assessed on the next invoice and certain restrictions as stated below will be applied.

If payment in the amount of the total amount due on the student invoice is not received by the invoice due date, a penalty charge will be accrued from the billing date of the invoice. The penalty charge will be at a rate of  $1\frac{1}{3}$  percent per month (16 percent per annum) applied to the past due balance on the student invoice. The past due balance is defined as the previous balance less any payments and credits received during the current month and also any student loan memo credits, related to the previous balance, which appear on the invoice.

An individual will be in default of this agreement if the total amount due on the student invoice is not paid in full by the invoice due date. An individual who is in default will not be allowed to register for classes, receive a transcript of academic records, have academic credits certified, be granted a leave of absence, or receive a diploma at graduation. In addition, an individual in default may be subject to withdrawal from school.

Refunds of tuition and fees are governed by the following policy:

1. In the event of death a full tuition and fees refund will be granted.
2. In all other cases of withdrawal from school, tuition will be refunded according to the following schedule: withdrawal before the opening of classes—a full refund; withdrawal during the first or second week—80 percent; withdrawal during the third through fifth week—60 percent; withdrawal during the sixth week—20 percent; withdrawal after the sixth week—no refund. *No refund will be granted for reduction in course load after the drop-add period.*

Tuition or other charges paid from grants or loans will be restored to those funds on the same prorata basis and will be refunded to the student or carried forward.

These regulations apply to all Divinity School students—degree candidates, special students, and auditors.

**Debts.** No records are released, and no students are considered by the faculty as candidates for graduation, until they have settled with the bursar for all indebtedness. Bills may be sent to parents or guardians provided the bursar has been requested in writing to do so. Failure to pay all university charges on or before the times specified by the university for the semester will bar the student from class attendance until the account is settled in full.

**Motor Vehicle Registration Fee.** There is a \$50 registration fee for all automobiles (\$20 for two-wheeled motor vehicles) used on campus. Students who register their automobile will not be charged for registration of a motorcycle. For specifics see the chapter "Community Life."



# Student Financial Aid

A student should select a school on the basis of educational opportunity. At the same time financial consideration will be a legitimate and often pressing concern. Each student should formulate at least a tentative plan for financing the entire seminary education. Although the exact method of financing the full theological degree may not be assured at the beginning, a student should have a clear understanding of the expenses and available sources of income for the first year and the assurance that there exist ways of financing subsequent years.

As Duke Divinity School seeks to handle its financial resources with a view toward Christian charity and stewardship, the school expects responsibility and integrity of students befitting their Christian commitment. While the Financial Aid Office is willing to aid students with financial counsel, the student and the student's family will bear a significant share of the educational expenses. In addition to personal and family resources, earnings, and loans, students may seek financial assistance from his or her local church, civic groups, and foundations. The Divinity School financial aid may include grants, field education grants, employment, or loans. Students should plan a financial program that incurs as little indebtedness as possible. Most Divinity School students receive some form of financial assistance, and students need to be mindful that such aid is a privilege to be enjoyed thanks to the many benefactors who have graciously given funds to the school.

The total amount of aid available through the Divinity School is limited. Further, the conditions set forth by the individual or institutional donors determine the circumstances under which the grants can be made. *Almost without exception the donors require ecclesiastical endorsement and/or declaration of ministerial vocational aim.*

The principles regarding the disbursement of financial aid are as follows:

1. Financial aid is recommended on the basis of demonstrated need and availability of funds. All students must file an application and the *Graduate and Professional School Financial Aid Service* (GAPSFAS) form, which substantiate need and provide full information on potential resources. In order to receive assistance in any form from the Divinity School, a student must be enrolled for at least three courses per semester and maintain an overall academic average of 2.0 or higher. Falsification of a financial aid application is a serious offense subject to the provisions of the Divinity School's Judicial Procedures.
2. Grants will be made within the limits of the conditions set forth governing each source.
3. The conditions at the beginning of the academic year determining financial needs shall be the governing criteria for the year. Financial aid programs are set up on a yearly basis, except for those students who may enter the second semester and/or those few whose status may change.
4. Financial aid grants are made on a one-year basis. The assistance may consist of scholarships, loans, tuition grants, grants-in-aid, field education grants, and employment, which may be worked out in various combinations on a yearly basis. A new application must be filed each year.
5. Grants-in-aid, or "tuition grants," are ballooned for the first year of study to assist students as much as possible through their transitional first year at Duke. *Consequently, grants for the second and third years of study will be less than those awarded for the critical first year.*
6. Application for financial aid must be made by entering students at the time of admission and by currently enrolled students by December 1. Notification will be given after committee approval. Student pastors serving United Methodist churches can be notified after the pastoral charge and Annual Conference determine salary schedules. Financial aid applications for students anticipating

fall matriculation are reviewed beginning the prior December. Applications for assistance will not be accepted after June 1 for August enrollment or after December 15 for January enrollment. Forms are available through the Financial Aid Office.

7. Ordinarily financial aid is not available beyond six semesters (eight for pastors on reduced load).
8. Full-time students not participating in the field education program may work up to 20 hours per week in outside employment. Persons participating in the field education program, either summer or winter, may not engage in other forms of employment.
9. Students who have questions about the Divinity School's response to their financial aid request should first speak with the financial aid assistant. Where desired, students may file an appeals form for full review by the financial aid appeals committee.
10. Financial aid resources for M.T.S. students are limited. Candidates are encouraged to apply early.
11. Special students and Th.M. students (with the exceptions of one international scholar and one Parish Ministry Fund scholar annually) are not eligible for any form of financial assistance from the Divinity School. Th.M. students are eligible to apply for denominational and federal loans.

## Financial Resources

**Personal.** In order that both the Divinity School and churches may be able to extend the use of their limited funds to as many students as possible, a student who desires a theological education should be willing to defray as far as possible the cost of such an education. Resources may include savings, earnings, gifts, support or loans, and if married, earnings of a spouse. In calculating anticipated income, the student first considers personal resources.

**Church.** Many local churches, conferences, or other governing bodies provide gifts and grants for theological education, such as ministerial education funds that provide grants and/or service loans to theological students. The student makes application to the home church, annual conference, presbytery, or other governing body. The financial aid office cooperates with these church agencies in making recommendations and in handling the funds. *United Methodist students and others must be under the care of the appropriate church body to be eligible for church support.* The school cannot compensate for a student's indisposition to receive church funds when such are available on application through the Annual Conference Ministerial Education Fund or other agencies.

The Divinity School, as a member school of the Association of United Methodist Theological Schools, takes cognizance of and subscribes to recommended policy and practice regarding the administration of United Methodist Church funds for student financial aid as adopted by the association, 1 June 1970, and as bearing upon tuition grants, as follows:

Resources for tuition grants, scholarships or the like are primarily available to students with declared vocational aims leading to ordination or recognized lay ministries and supported by commendation or endorsement of appropriate church representatives. At the same time, we believe that consideration for a tuition grant may be accorded to students who adequately indicate conscientious concern to explore, through seminary studies, a recognized church-related vocation. Finally, it is our judgment that, where the above-mentioned conditions are deemed to be absent respecting a candidate for admission, the decision to admit such a candidate should be without the assurance of any tuition subsidy deriving from church funds (AUMTS Minutes, 1 June 1970).

**Divinity School Scholarships.** A limited number of scholarships are available to encourage qualified students to pursue their preparation for the Christian ministry.



Scholarships are awarded only to students entering in fall semester and are not deferrable.

*Duke Scholarships.* Duke Scholarships range up to \$4,500 per year and are awarded to several first-year students on the basis of undergraduate academic excellence and promise for Christian ministry. Renewal is determined on the following competitive basis: the same number of Duke Scholarships offered to M.Div. and M.R.E. candidates in the entering class will be offered to the top M.Div. and M.R.E. academic achievers in this class for the second and third years. (Up to two Duke Scholarships may be offered to M.T.S. candidates.)

*Distinguished Service Scholarship.* Each year the Divinity School offers several scholarships, ranging up to \$4,500, to those students who combine outstanding promise for ministry in the local church with strong academic achievement. These scholarships are renewable in the second and third years if the student continues to exhibit (1) vocational promise as reflected in participation in field education and the Divinity School community, (2) exceptional academic achievement with a grade point average of 3.35 or higher, and (3) demonstrated financial need.

*The Dean's Scholarship.* The Dean's Scholarship program provides grants up to \$4,500 annually. Factors taken into account include ethnic origin, missional responsibilities for the Church at home and abroad, and denominational needs. Each student is expected to demonstrate abilities for Christian ministry, academic achievement and financial need. Dean's Scholarships are renewable for two years assuming continued academic performance, growth in ministerial readiness, and demonstrated financial need.

*Martin Luther King, Jr. Memorial Endowed Fund Scholarships.* Up to five scholarships annually are given to entering students who belong to ethnic minorities. These scholarships, based on demonstrated need, reward outstanding promise for ministry and strong academic performance. The scholarship award is a minimum of \$1,000 and is not renewable for the second and third years of study.

*International Student Scholarships.* In cooperation with the Crusade Scholarship Committee of the United Methodist Church and other authorized church agencies, students are selected and admitted to courses of study. Scholarships for such students are provided from the Lewis Clarence Kerner Scholarship Fund and from individual churches and private philanthropy. The Divinity School offers one scholarship per year to an international student in the Master of Theology degree program. The scholarship offers up to one year's full tuition.

*Parish Ministry Fund Scholarship.* One scholarship per year in the amount of up to \$6,000 is given to a Master of Theology degree student of uncommon promise for ministry who is a member of either the Western North Carolina or the North Carolina Annual Conferences of the United Methodist Church.

**Other Scholarship Awards.** Named scholarships funded by permanent endowments as listed on the pages following are awarded annually. In addition, the Divinity School receives funds designated for scholarships each year from several other sources including the Dickson Foundation of Mount Holly, North Carolina; the Will Ervin Fund of Richland, North Carolina; the H.E.S., Inc. of Los Angeles, California; the Magee Christian Education Foundation of Bloomsburg, Pennsylvania; and numerous individuals and service organizations.

**Tuition Grants.** These are available in amounts commensurate with demonstrated need as adjudged by the Committee on Financial Aid. Because of the purpose and attendant educational objectives of the school, resources for tuition grants are primarily available to students with declared aims leading to ordination or recognized lay ministries.

**Field Education Grants.** Varying amounts ranging from \$2,600 (winter) to a maximum of \$5,400 (summer) are made available through the Divinity School to students who are approved to participate in the field education program. The Offices of Field



Education and Financial Aid work together in determining placement and grant amount. This program includes the summer interns, winter interns, and student pastors. See full description under the section on field education.

**Duke Endowment Student Pastor Grants.** United Methodist students serving under episcopal appointment as student pastors in the state of North Carolina may qualify for tuition assistance of no more than \$2,600 through the Duke Endowment. The Financial Aid Committee will determine student eligibility for such assistance after appointments are read at the meetings of the two North Carolina United Methodist Annual Conferences.

**Loans.** Loan funds held in trust by the university, as well as United Methodist student loans and funds supplied by the federal government through the National Defense Education Act of 1958 are available to qualified students. The application must be submitted by 1 July.

Unless otherwise indicated, all correspondence concerning financial aid should be directed to: Financial Aid Office, The Divinity School, Duke University, Durham, North Carolina 27706.

**Employment.** Students or spouses desiring employment with the university should apply to the Director of Personnel, Duke University. Students or spouses make their own arrangements for employment either in the city of Durham or on campus.

## Endowed Funds

Certain special funds have been established as endowments, the income from which is used to provide financial aid through scholarships and field education grants for students, support for professorships, and enhancement of the Divinity School program. The funds listed below serve as essential resources for the preparation of persons for leadership in Christian ministry. **Individuals do not apply for any of these funds.** All awards are made through appropriate committee action according to university guidelines.

**The Aldersgate Endowed Scholarship Fund** was established in 1989 by a major, anonymous gift that matches subsequent contributions to the Fund by graduates and friends of the Divinity School. The Aldersgate name celebrates the times of spiritual insight essential for faithful Christian ministry.

**The Alumni Scholarship Fund** was established in 1976 by the graduates of the Divinity School to provide financial support for ministerial candidates.

**The Martha Anne Hills Andrews and John Spell Andrews Scholarship Fund** was established in 1985 by Don W. Andrews in memory of his wife, Martha Anne, Divinity School Class of 1982, and their son, John. The fund income provides student scholarships, with preference given to women and men from South Carolina.

**The R. Ernest Atkinson Legacy** was established in 1952 under the will of the Reverend R. Ernest Atkinson, Trinity College Class of 1917, Richmond, Virginia, for ministerial student assistance.

**The Chancie and Thelma Barclift Scholarship Endowment Fund** was established in 1986 by Dr. and Mrs. T. Harold Crowder, Jr., of South Boston, Virginia, in memory of Mrs. Crowder's parents who were church leaders in North Carolina for over fifty years. The income from the fund provides assistance for persons from North Carolina who intend parish ministry in the United Methodist Church.

**The Hargrove, Sr., and Kelly Bess Moneyhun Bowles Fund** was established in 1983 by John Bowles, Hargrove Bowles, Jr., R. Kelly Bowles, and James Bowles in

memory of their parents. Income from the fund is for scholarship assistance in the Divinity School.

**The Fred W. Bradshaw Fund** was established in 1975 through a bequest from Fred W. Bradshaw of Charlotte, North Carolina, to be utilized for the enrichment of the educational program of the Divinity School, especially to support distinguished visiting scholars and outstanding students.

**The Walter G. Canipe Scholarship Endowment Fund** was established in 1990 by Walter Canipe of Charlotte, North Carolina, to honor his family and to provide substantial resources for men and women preparing for parish ministry.

**The Emma McAfee Cannon Scholarship** was established in 1969 by Bishop William R. Cannon in memory of his mother, Emma McAfee Cannon, and is designated to assist students from the North Carolina Annual Conference of the United Methodist Church who are studying for the pastoral ministry and planning to serve in the North Carolina Conference.

**The Clark Fund for Emergency Assistance** was established in 1986 by Mrs. Kenneth W. Clark as a discretionary aid resource to help meet the needs of students who experience unforeseen crises due to serious illness, injury, or family emergencies.

**The Kenneth Willis Clark Lectureship Fund** was established in 1984 by Mrs. Adelaide Dickinson Clark in memory of her husband, Kenneth W. Clark, professor of New Testament in the Divinity School, 1931-67. The fund provides for distinguished lectureships in New Testament studies and textual criticism.

**The James T. Cleland Endowment Fund** was established by friends and students of James T. Cleland to create a chair of preaching in his honor. He was dean of the Duke University Chapel from 1955 to 1973 and professor of preaching in the Divinity School.

**The Calvin W. and Jo Ann Carter Clem Endowment Fund** was established in 1989 by Divinity School Class of '85 graduates Carter Dale and Kelly Ann Haugh Clem, of Jacksonville, Alabama, in memory of his parents. The fund income provides resources to enrich the educational experiences of students, especially with regard to travel and study seminars which encounter the Third World.

**The E. M. Cole Fund** was established in 1920 by Eugene M. Cole, a United Methodist layman of Charlotte, North Carolina, to support the education of ministers.

**The Lela H. Coltrane Scholarship** was established in 1980 by Mrs. David S. Coltrane of Raleigh, North Carolina, and friends of Mrs. Coltrane, to encourage excellence in ministry.

**The Robert Earl Cushman Endowment Fund** was established in 1980 to create a professorship in honor of Robert Earl Cushman, research professor of systematic theology and dean of the Divinity School, 1958-71.

**The Henry C. Duncan Fund** was established in 1982 by the men of the Village Chapel, Pinehurst, North Carolina, to honor their pastor, Chaplain Henry C. Duncan, a member of the Divinity School Class of 1949. Income from the fund is used for scholarships.

**The Lora R. Dysart Fund** was established in 1989 by a bequest in the will of Mrs. Dysart, late of Morganton, North Carolina, to provide financial aid for needy students.

**The N. Edward Edgerton Fund** was established in 1939 by N. Edward Edgerton, Trinity College Class of 1921, of Raleigh, North Carolina, for the support of ministerial education.

**The Thomas Carl Ethridge Endowment Fund** was established in 1990 by William C. Ethridge of Raleigh, North Carolina, in memory of his father. Income from this fund assists the Divinity School Library.

**The Randolph R. and Shirley D. Few Scholarship Endowment Fund** was established in 1987 by Mr. and Mrs. Few of Durham, North Carolina, to provide assistance for ministerial students from the North Carolina Conference of the United Methodist Church.

**The George D. Finch Scholarship Fund** was established in 1972 by George David Finch, Trinity College Class of 1924, of Thomasville, North Carolina, for the support of ministerial education.

**The Edgar B. Fisher Memorial Scholarship Endowment Fund** was established in 1987 by the family of Dr. Fisher to commemorate his life of distinguished service in ministry and to provide assistance for men and women preparing to be United Methodist pastors in North Carolina.

**The Shelley Abbey Fogleman Scholarship Endowment Fund** was established in 1989 by L. Jan Fogleman of Durham, North Carolina, in memory of his wife and their children, Sarah Elizabeth, Hannah Rebekah, and Stephen Michael. The fund income provides scholarships for women, with preference given to those who are mothers of young children.

**The Richard A. Goodling Memorial Endowment Fund** was established in 1989 by John P. Jaquette, Jr., Divinity School Classes of 1968 and 1970, of Scotia, New York, to honor Dr. Goodling who, from 1959 until his death in 1986, was professor of pastoral psychology in the Divinity School. The fund income is designated for lectures and seminars in the field of pastoral care.

**The W. Kenneth and Martha O. Goodson Fund** was established in 1981 to honor Bishop Goodson, Divinity School Class of 1937 and retired Bishop of the United Methodist Church, and Mrs. Goodson. The fund was doubled in 1985 by a major gift for scholarships and parish ministry support from Bishop and Mrs. Goodson.

**The Ned and Carmen Haggar Scholarship Fund** was established in 1985 by Carmen Haggar of Pinehurst, North Carolina, through her son, Alexander J. Haggar, to support theological education at Duke.

**The P. Huber Hanes Scholarship** was established by the late P. Huber Hanes of Winston-Salem, North Carolina, Trinity College Class of 1900, as a scholarship fund for Duke University, a portion of which is used to provide financial assistance for Divinity School students.

**The Richard R. Hanner, Jr. Scholarship** was established in 1973 by friends of the late Richard R. Hanner, Jr., Trinity College Class of 1953, to support advanced work in Christian education.

**The Russell S. and Julia G. Harrison Scholarship Fund** was established in 1980 by Russell S. Harrison, Divinity School Class of 1934, and his wife, Julia G. Harrison. The fund supports persons from the North Carolina Conference of the United Methodist Church preparing for ordained ministry as local church pastors.

**The Harvey Fund** was established in 1982 by C. Felix Harvey and Margaret Blount Harvey, Trinity College Class of 1943, of Kinston, North Carolina, to provide scholarship assistance for students preparing for parish ministry.

**The Stuart C. Henry Scholarship Fund** was established in 1986 by Mr. and Mrs. A. Morris Williams, Jr., of Gladwyne, Pennsylvania, to honor the distinguished teaching



career of Professor Henry and to provide assistance for students, with preference given to those affiliated with the Presbyterian Church.

**The Franklin Simpson Hickman Memorial Fund** was established in 1966 by Mrs. Vera Castell Hickman in memory of her husband, Franklin S. Hickman, who served as professor of the psychology of religion, the dean of the Chapel of Duke University, and the first preacher to the university. The fund income supports a regular visiting lecturer in preaching and provides financial aid to students who wish to specialize in the psychology of religion.

**The Geraldine Dysart Ingram Endowment Fund** was established in 1990 by Margaret A. Dysart of Pinetops, North Carolina, to honor her daughter, Geraldine D. Ingram, Divinity School Class of 1982. The fund income is used for scholarships or grants-in-aid, with preference given to women who are preparing for ministry as a second career.

**The George M. Ivey Scholarship Fund** was established in 1948 by a gift of George M. Ivey, Trinity College Class of 1920, of Charlotte, North Carolina, for the support of ministerial education.

**The George Washington Ivey Professorship**—with initial funding by the Western North Carolina Conference of the United Methodist Church and later funding by George M. Ivey, George M. Ivey, Jr., Leon Ivey, and the Ivey Trust—is the oldest named professorship in the Divinity School.

**The Robert L. Jerome Memorial Endowment Fund** was established in 1989 by Jean Porter Jerome of Smithfield, North Carolina, to honor the life and ministerial service of her late husband, a graduate of Trinity College Class of 1926 and the Divinity School Class of 1929. The fund provides financial assistance primarily to international students.

**The Jameson Jones Memorial Fund** was established in 1982 by a bequest and memorial gifts following the untimely death of Jameson Jones, dean of the Divinity School, 1981-82. The fund provides for the enrichment of programs and study opportunities.

**The Charles E. Jordan Scholarship Fund** was established in 1969 by the family of Charles E. Jordan, former Vice-President of Duke University, to support the education of ministers.

**The Jordan-Sprinkle Scholarship Endowment Fund** was established in 1990 by Margaret Jordan Sprinkle of Winston-Salem, North Carolina, honoring her late husband, Henry C. Sprinkle, and their families. The fund is to encourage training for distinguished pastoral leadership.

**The Amos Ragan Kearns Professorship** was established in 1970 by a gift from the late Amos Ragan Kearns of High Point, North Carolina, for a chair in religion.

**The Lewis Clarence Kerner Scholarship** was established in 1959 by Beatrice Kerner Reavis of Henderson, North Carolina, in memory of her brother and designated for the assistance of native or foreign-born students preparing for service in world Christian mission.

**The Carl H. and Mary E. King Memorial Fund** was established in 1976 by family and friends of Carl and Mary King, distinguished church leaders in Western North Carolina Methodism, to support students preparing for educational ministry in the parish.

**The Martin Luther King, Jr. Memorial Scholarship Endowment Fund** was established in 1990 by a grant from the Pine Tree Foundation of Gladwyne, Pennsylvania, at the request of Ruth and A. Morris Williams, Jr. The endowment commemorates the life

and work of Dr. King and is a resource for African-American students who will be leaders of the Church.

**The Sally B. Kirby Scholarship Endowment Fund** was established in 1989 by Wallace H. Kirby, Divinity School Class of 1954, of Durham, North Carolina, as a memorial to his wife. Priority use of the fund income is for scholarships in the Master of Religious Education degree program.

**The James Allen and Sally Templeman Knight Scholarship Endowment Fund** was established in 1989 by James A. Knight, Divinity School Class of 1944, of New Orleans, Louisiana, to provide student financial aid, especially for United Methodist students from South Carolina who intend parish ministry.

**The John Haden Lane Memorial Scholarship** was established in 1968 by the family of John H. Lane to provide support for education in Christian ministry, including chaplaincy and other specialized work.

**The Louie Mae Hughes Langford Scholarship Endowment Fund** was established in 1988 by Dr. and Mrs. Thomas A. Langford in memory of his mother.

**The Thomas A. and Ann Marie Langford Fund** was established in 1981 in honor of Dr. Thomas A. Langford, dean of the Divinity School, 1971-81, and Mrs. Langford.

**The Laurinburg Christian Education Fund** was established in 1948 by members of the First United Methodist Church, Laurinburg, North Carolina, for ministerial education.

**The John Joseph Lewis Fund** was established in 1982 by Colonel Marion S. Lewis, Trinity College Class of 1916, of Charleston, South Carolina, to honor his father, a circuit-riding Methodist preacher. The fund income provides scholarship support.

**The D. M. Litaker Scholarship** was originally established by Charles H. Litaker in 1946 in honor of his father, Dr. D. M. Litaker, Trinity College Class of 1890, and was specified for the Divinity School in 1977 by the Litaker family. The income is for support of persons preparing for ministry in the Western North Carolina Annual Conference of the United Methodist Church.

**The Calvin M. Little Scholarship Fund** was established in 1985 by the members of the First United Methodist Church, Mt. Gilead, North Carolina, to commemorate a generous bequest from Mr. Little and to affirm the important relationships between the church and the Divinity School.

**The Robert B. and Mary Alice Massey Endowment Fund** was established in 1980 by Mr. and Mrs. Massey of Jacksonville, Florida, for the support of excellence in ministry.

**The Robert McCormack Scholarship** was established by the Trustees of the Duke Endowment to honor Robert McCormack, chairman of the board of the Duke Endowment at the time of his death in 1982.

**The J. H. McCracken Memorial Scholarship Fund** was established in 1947 by Dr. J. H. McCracken, Jr., of Durham, North Carolina, in memory of his father, the Reverend Jacob Holt McCracken, a Methodist minister who served churches in North Carolina for fifty years.

**The C. Graham and Gradie Ellen E. Mitchum Fund** was established in 1985 by Dr. and Mrs. Kenneth E. Mitchum of Pittsboro, North Carolina, in memory of his father, a lay preacher, and in honor of his mother. The fund provides scholarships for students who have significant financial needs and a strong commitment for ministry in the local church.

**The J. Alex and Vivian G. Mull Scholarship Endowment Fund** was established in 1987 by the grant committee of the Mull Foundation of Morganton, North Carolina, as a memorial to Mr. and Mrs. J. Alex Mull who were leaders in education, business, and the Church. Priority is given to students from Burke County, North Carolina.

**The Myers Park Scholarship Fund** was established in 1948 by members of the Myers Park United Methodist Church, Charlotte, North Carolina, for ministerial education.

**The Needham-Hauser Scholarship Endowment Fund** was established in 1986 by Duke University graduates Eugene W. Needham and his wife, Antoinette Hauser Needham, of Pfafftown, North Carolina, to provide assistance for students committed to the parish ministry. Preference is given to persons from the Western North Carolina Conference of the United Methodist Church.

**The W. Fletcher Nelson Scholarship** was established in 1980 by friends of W. Fletcher Nelson, Duke Divinity School Class of 1930, of Morganton, North Carolina. He was responsible for the fund-raising efforts which enabled renovations and the building of the new wing of the Divinity School.

**The W. R. Odell Scholarship** was established in 1946 by the Forest Hills United Methodist Church, Concord, North Carolina, to honor Mr. Odell, a distinguished layman.

**The Roy and Rae P. Old Scholarship Fund** was established in 1984 by Marshall R. Old, Divinity School Class of 1975, of Moyock, North Carolina, to honor his parents and to provide assistance for students preparing for service in parish ministry.

**The Parish Ministry Fund** was established in 1968 to provide continuing education opportunities for selected parish ministers and lay leaders from the Western North Carolina Conference of the United Methodist Church. The fund sponsors seminars, short study courses, and makes special grants for full-time study leaves. The program is administered by the Divinity School with the assistance of the Parish Ministry Fund's Board of Directors.

**The Emma Leah Watson and George W. Perrett Scholarship** was established in 1984 by Mrs. Perrett of Greensboro, North Carolina, to provide scholarships for students preparing for the ministry in the local church.

**The Ray C. Petry Scholarship Endowment Fund** was established in 1989 by Dr. Petry, James B. Duke Professor Emeritus of Church History, of Dayton, Ohio, to encourage colleagues and students in their pursuit of excellence.

**The Cornelius Miller and Emma Watts Pickens Memorial Fund** was initiated in 1966 by the Pickens brothers to honor their parents. The fund income helps to support the Divinity School Media Center.

**The Maude Simpson Pitts Scholarship Endowment Fund** was established in 1986 by Mr. and Mrs. Noah O. Pitts, Jr., of Morganton, North Carolina, in memory of his mother. The fund provides support for students who are committed to parish ministry.

**The William Kellon Quick Endowment for Studies in Methodism and the Wesleyan Tradition** was established in 1985 by Mr. and Mrs. Stanley S. Kresge of Pontiac, Michigan, to support teaching, research, and publication in Methodist studies and to honor their pastor, William K. Quick, Divinity School Class of 1958.

**The Henry Haywood Robbins Scholarship Endowment Fund** was established in 1989 by Mr. and Mrs. Edwin B. Robbins of Pascagoula, Mississippi, in memory of his father, who attended Trinity College in the 1890's and was a Methodist pastor in western



North Carolina, and his brother, H. Haywood Robbins, Jr., Law School Class of 1932, who was an attorney in Charlotte, North Carolina.

**The Gilbert T. Rowe Memorial Scholarship Fund** was established in 1960 through the generosity of alumni and friends of the Divinity School to honor the memory of Dr. Rowe, professor of systematic theology.

**The Elbert Russell Scholarship** was established in 1942 by the Alumni Association of the Divinity School in honor of Dr. Russell, professor of biblical theology and dean of the Divinity School, 1928-1941.

**The John W. Shackford Endowment Fund** was established in 1985 by Margaret S. Turbyfill, Trinity College Class of 1940, of Newport News, Virginia, to provide student scholarships in memory of her father, John W. Shackford, who was a leader in religious education with the former Methodist Episcopal Church, South.

**The Gaston Elvin Small Family Fund** was established in 1984 by Mr. and Mrs. Gaston E. Small, Jr., of Elizabeth City, North Carolina. As an unrestricted endowment, the fund honors the Small family and their strong ties with Duke University, the Divinity School, and the United Methodist Church.

**The Dolly L. Spence Memorial Scholarship Fund** was established in 1984 by Royall H. Spence, Sr. of Greensboro, North Carolina, in memory of his wife and to provide financial support for ministerial students.

**The Hersey E. and Bessie Spence Fund** was established in 1973 by a gift from the estate of Hersey E. and Bessie Spence and designated to establish a chair in Christian education.

**The Hersey E. Spence Scholarship** was established in 1947 by the Steele Street United Methodist Church of Sanford, North Carolina, in honor of their former pastor and late professor in the Divinity School.

**The David Johnson and Mary Woodson Sprott Fund** was established in 1982 by the Sprott family of Winter Park, Florida, to provide student scholarships in appreciation of Duke-educated ministers.

**The Emorie and Norman Stockton Scholarship Endowment Fund** was established in 1988 by Bishop and Mrs. Thomas B. Stockton, Divinity School Class of 1955, of Richmond, Virginia, in memory of his parents.

**The Earl McCrary Thompson Scholarship** was established in 1974 in honor of the late Earl McCrary Thompson, Trinity College Class of 1919, to support education for ministry.

**The T. C. Vaughan Memorial Endowment Fund** was established in 1990 by Dr. Thomas J. Vaughan of Lexington, Kentucky, to honor his great-grandfather, a circuit-riding Methodist preacher, and with gratitude for the effectiveness of Duke alumni in ministry. The fund is an unrestricted income source for the Divinity School which means it may be applied to scholarships, library acquisitions, building needs, or general programs.

**The Wilson O. and Margaret L. Weldon Fund** was established in 1983 by a friend to honor Dr. Weldon, Divinity School Class of 1934 and trustee-emeritus of Duke University, and Mrs. Weldon. Income from the fund is for student scholarships.

**The A. Morris and Annabel Williams Fund for Parish Ministry** was established in 1983 by Mr. and Mrs. A. Morris Williams, Jr., of Gladwyne, Pennsylvania, both graduates of Duke University. This fund honors A. Morris Williams, Divinity School Class of 1932, and the late Mrs. Williams. Income from the fund is designated for

scholarships, continuing education, and creative program support for persons committed to Christian ministry through the local church.

**The Ruth W. and A. Morris Williams, Jr., Professorship** was established in 1988 by Mr. and Mrs. A. Morris Williams, Jr., of Gladwyne, Pennsylvania, both graduates of Duke University. The endowment income is restricted for use by the Divinity School for a professorship in the field of parish ministry studies.

**The C. Carl Woods, Jr., Family Scholarship Endowment Fund** was established in 1988 by Mr. Woods of Durham, North Carolina, to celebrate the many ties between three generations of his family and Duke University.

## **Additional Resources**

**The Duke Endowment**, established in 1924, provides under the Maintenance and Operation Program, field education grants for students of the Divinity School who serve in rural United Methodist churches under the Endowment and Field Education Program.

**The James A. Gray Fund** was presented to the Divinity School in 1947 by James A. Gray of Winston-Salem, North Carolina, for use in expanding and maintaining its educational services.

**The United Methodist Church** makes a substantial contribution to the Divinity School by designating a percentage of its Ministerial Education Fund and World Service Offerings for theological education. The General Board of Higher Education and Ministry makes available annually two national United Methodist scholarships.

**The Dempster Graduate Fellowships** are awarded annually by the United Methodist Board of Higher Education and Ministry to graduates of United Methodist theological schools who are engaged in programs of study leading to the Ph.D. degree in religion. A number of Divinity School graduates have held these fellowships.

*Field Education*





## A Program for Ministerial Formation

As the practice dimension of theological education, field learning is designed to assist students in: (1) sharpening and clarifying their Christian vocation; (2) developing identity as ministers; (3) providing a ground for the testing and reconstruction of theological concepts; (4) developing the ability to do critical and reflective thinking by relating theory and experience; (5) developing ministry skills to achieve an acceptable level of readiness for ministry; (6) integrating academic studies, personal faith experiences, and critical reflection into a personal spiritual foundation that produces a confident and faithful ministry.

## Field Education Credit Requirements

Two units of approved field education placement are required for graduation in the Master of Divinity degree program and one for the Master of Religious Education program. The Th.M. and M.T.S. degrees have no field requirements. A unit is defined by one term placement, either a full-time summer term of ten or twelve weeks or an academic term of thirty weeks at ten hours per week. To be approved, the field setting must provide ministerial identity and role, distinct ministerial tasks, qualified supervision, a service-learning covenant, regular supervision conferences, and effective evaluation. Each unit also requires participation in orientation and reflective seminars.

To qualify for credit the student must apply and be approved for a credited placement, develop and complete a learning covenant with acceptable quality of work, cooperate with the supervisor, participate in a reflective seminar, and prepare an evaluation of the experience. Evaluation will be done by the field supervisor, student, field education staff, and the teaching faculty of Church's Ministry 100 (in the case of the second field requirement).

Prerequisite for the first field placement is enrollment in or completion of Church's Ministry 10. Prerequisite for the second placement is completion of 16 academic credits. The first placement must be *completed* within 12 months of CM 10, the second immediately prior to or concurrent with CM 100.

## Guiding Ministerial Formation

Development of readiness for ministry is the responsibility of each student. If the Field Education staff questions a student's readiness for a field assignment, a committee consisting of the student's faculty adviser, a member of the Field Education Committee, and the Field Education staff will assess the student. Divinity School admissions materials, faculty perceptions, evaluation by the Field Education staff, and if necessary, additional professional evaluation will be used. This committee will approve the field assignment or refer the student to remedial avenues of personal and professional development, including, if necessary, a leave of absence or withdrawal from school. Such action will be referred to the Academic Standing Committee for inclusion in assessment of that student's progress towards graduation. When, for whatever reason, a student's evaluation from a field setting raises questions about his/her ministerial learning and/or growth, or his/her use of the setting for those purposes, the same committee will be convened to assess the student and the experience in order to make appropriate recommendations to the Academic Standing Committee.

## Field Settings for Ministerial Formation

Students may elect to meet their field learning requirement in one of several ways. They may elect a voluntary ministry avenue. The setting must meet the requirements set by the Divinity School, but students, with the direction of the Office of Field Education, have latitude in selecting their settings. They must invest a minimum of 300 hours in preparation and presence, a minimum of ten and maximum of thirty weeks, in the setting and comply with the requirements specified by the Divinity School.

Students may use a setting where they have found employment by a congregation or church agency. Again, approval by the Office of Field Education for credit, 300 hours of preparation and presence over a minimum of ten weeks, plus compliance with Divinity School requirements regarding setting, supervision, and structure are required.

Finally, field placements are often made in settings that have been developed and approved by the Divinity School. These offer opportunities for ministerial service with supervision, pastoral identity, and evaluation. All these settings meet field placement requirements.

A variety of ministry settings is available for particular student goals: parish settings (rural, suburban, urban, larger parish patterns, and staff team ministries); institutional settings (prisons, mental retardation centers, and retirement homes); campus ministry settings (positions on the campuses of a variety of schools as well as internships in college teaching); and urban ministries.

While the Divinity School offers this rich diversity of settings for personal and ministerial formation, the large majority of assignments fall in local churches in small communities. Because of the Divinity School's ties with the United Methodist Church, most field placements occur in that tradition. However, the Divinity School will do everything possible to assist every student in finding at least one placement in his or her own denominational tradition. Each student is required to complete one credit in a local church setting, unless permitted by the Field Education Committee to do otherwise.

## Internship Program

A full-time program embraces both a full-time salaried position and a learning commitment in a single context over a period of time ranging from six to twelve months. These assignments are designed for in-depth practice of ministry skills particular to the student's field placement setting and vocational goals. Internships must encompass an advanced level of specialized field experience that is more complex and extensive in its serving and learning potential than the basic field education short-term placement. The internship may be individually designed to meet the needs and interests of the student,

provided that the plan includes a student learning covenant, an agency service contract, approved supervisory standards, and an investigation-research project acceptable to the assigned faculty adviser. When these components are satisfactorily met and the evaluation reports are filed, credit for up to two courses (six semester hours) may be assigned for the internship. No additional academic credit may be accumulated during the intern year. Grading for the two course credits will be on a pass/fail basis.

Internship settings may be student-initiated or negotiated by the school. In either case an agency contract covering all agreements must be made and filed with the Office of Field Education. Types of settings occasionally available for internship placement include: campus ministry and college chaplaincy positions; parish ministry positions—such as associate pastor, parish director of education; institutional positions; and a world mission internship of one to three years of national or overseas service.

To be eligible to register for an internship, the student must have completed at least one-half of his or her degree program and be registered as a student in good standing in the Divinity School. Application forms and processing for internships will be done through the Office of Field Education.





## Students Serving As Pastors

Students frequently serve as pastors of churches, or part-time associates, during the period of their study in the Divinity School. These appointments are made by the appropriate denominational official or body. The Divinity School recognizes this arrangement and recommends that the student consult with the Office of Field Education, as agent of the dean, before accepting an appointment as pastor or associate pastor.

The Office of Field Education cannot make these appointments. This is within the jurisdiction of denominational authorities, and students should initiate their own arrangements. The Office of Field Education, however, requires a student application for appointment prior to accepting one. The office also provides area church officials with recommendations for students.

Students who serve in these capacities ordinarily may enroll in no more than three courses per semester, thus requiring eight semesters to complete the Master of Divinity degree. Student pastors are not permitted to enroll in summer study of any kind. Relaxation of this regulation requires the permission (on the appropriate form) of the supervising church official, the Field Education staff, and the associate dean for curricular affairs. Students are strongly and actively discouraged from attempting to commute more than fifty miles one-way on a daily basis. Extensive commuting will jeopardize the student's academic program, health, ministry, and family life.

In keeping with the goal of the school to develop competence in ministry, students should use their pastoral appointments as learning contexts for field education programs initiated by the school. Special seminars and reflection groups are arranged in consultation with students to advance their professional growth and guide the pastor's learning activity in the parish. Periodic evaluation will be expected in the pastor's parish. If all the conditions outlined for credit are met, and all reports are completed and filed at the appropriate time, credit may be extended. If, however, the parish setting proves inadequate for the student's needs for ministerial growth and development, the Field Education staff will convene a review committee consisting of the student's faculty advisor, a member of the Field Education Committee, and the Field Education staff to review the student's needs and take appropriate action to assist the student in growth. Examples of such action are: requiring an alternative field experience, or a basic unit of Clinical Pastoral Education, psychological evaluation, personal therapy, leave of absence from school, etc.

## Field Education and Clinical Pastoral Education

Students may use a basic unit of Clinical Pastoral Education successfully completed in an accredited CPE center to fulfill either the first or the second field education requirement. To receive Field Education placement credit, students must have the CPE center mail directly to the Office of Field Education the original or certified copy of the supervisor's final evaluation indicating the unit was successfully completed and a full unit of credit extended. The field office will then notify the Divinity School registry to this effect, and both academic and Field Education placement credit will be given. CPE must be concurrent with or within twelve months following CM 10. For Field Education placement II, CPE must be taken immediately prior to or concurrent with CM 100.



## *International Programs*



*York Chapel banner.*



## A Global Perspective for Duke Divinity School

It is my hope that Duke will become even better known for its international programs. Indeed, Duke's history, resources, and outstanding faculty suggest to me that it has become our solemn obligation to serve the world community, just as it once was our duty to serve the South.

President H. Keith H. Brodie, *Inaugural Address*, September 28, 1985

When Dennis M. Campbell became dean of the Divinity School in 1983, his first administrative addition was a Committee on International Studies and Programs. "I believe," he wrote, "that the future of theological education must be seen in a global perspective and that persons preparing for ministry must encounter the reality of Christianity in the context of our whole world."

Since that time, there has been a gradual expansion of opportunities for study or travel abroad, a slow but steady growth in the number of international students in the Divinity School, and an increase in faculty participation in programs outside of the United States. Some of these are listed below. The faculty and administration of the Divinity School stand ready and eager to assist with any proposals for a broadening of theological studies in the international realm.

**The Home Country.** Duke Divinity School continues to attract students from other countries who make a significant contribution to the community. In 1986-87 there were ten international students from seven countries, in addition to two graduate scholars from abroad. In 1990-91 the number of international students remained constant. Because of financial limitations and the maturation of higher theological institutions in other parts of the world, a majority of the international students come for a shorter period of time and for advanced degrees.

Furthermore, the Lecture Program Committee brings a succession of distinguished scholars and church leaders to speak in the Divinity School. Among these have been the following:

The Reverend Dr. Andrew Linzey, University of Essex, England.

Professor Gerhard Sauter, University of Bonn, Germany.

The Reverend Dr. Bonganjalo Goba, Soweto, South Africa.

The Reverend Dr. Louis Reinoso, Lima, Peru.

The Reverend Dr. Graeme Ferguson, United Theological College, New South Wales.

Professor Morna Hooker, University of Cambridge, England

Professor Ana Maria Bidegain, Bogota, Colombia

The Reverend John Dunlop and Father Brian Lennon, Belfast, Northern Ireland

Professor Rudolph Bohren, Heidelberg University, Germany  
Ray Plankey, Cuernavaca, Mexico  
Professor John Milbank, University of Lancaster, England  
Professor Norman Young, Theological Hall, Victoria, Australia

In addition to courses in world Christianity (including "Theology in Context: The Church in Latin America," "Theologies of Third World Women," and "Liberation Theologies") and courses in the history of religion under the graduate program, various other departments offer courses related to international studies: "War in the Christian Tradition," "Ethics in World Religions," "Marxist Ideology and Christian Faith," "Food and Hunger," among others. Professors Geoffrey Wainwright from Great Britain and Teresa Berger from Germany add an international and ecumenical flavor to the faculty.

**Travel Seminars.** For a number of years, under the supervision of the Center for Continuing Education, faculty members have led travel seminars to study the role of the Church in significant areas of social and cultural development. Each year the Divinity School conducts groups of seminary students, faculty, and ministers to Mexico, generally during the spring recess.

Professor Moody Smith has conducted a seminar called "Cities of the First Christians: Athens, Corinth, Ephesus, Rome"; and other faculty members have led tours on their own initiative. Similar opportunities will be continued, and in some cases, the Center for Continuing Education has been able to provide limited financial assistance. As one example of a recent experience, three Duke students were selected by the United Methodist Council of Bishops and the Board of Global Ministries to participate in an interseminary visit to mission, refugee, and development projects in Kenya, Pakistan, and India. Duke students recently participated in a similar travel seminar, this time to study the role of the Church in Latin America. Other student ventures include Russia and Israel.

**Study Abroad.** At the present time the only regular, on-going program of study abroad is an exchange with the University of Bonn, West Germany. Each year one German student is enrolled for a year at Duke, while an American student is selected to study in Bonn. This program, carried on for many years, has been augmented by faculty seminars: in Germany in May 1983 on the theme of "Luther's Understanding of Human Nature and Its Significance for Contemporary Theology," with a follow-up at Duke in March 1985, focusing on North American anthropology and Reinhold Niebuhr. Right at the moment, the Divinity School is exploring the possibility of establishing a regular exchange program with the Methodist Church in Peru. As a part of this exploration, one of our students and one of our faculty members spent the spring semester of 1989 in Lima, Peru.

Duke University is one of the supporting members of the American Schools of Oriental Research. Accordingly, students and faculty in the Divinity School have the privilege of attending the Albright Institute of Oriental Research in Jerusalem, the American Center of Oriental Research in Amman, and other similar institutions without charge for tuition. They may also compete for the four fellowships offered annually by the schools.

Individual students from time to time have made private arrangements for study abroad. These have most often taken place in England or Scotland, with academic credit usually transferrable toward the Duke degree. Most recently, one of our students fulfilled her field education requirement through working for a semester within the Anglican Church in Mozambique. Other invitations have been extended from such widely-scattered institutions as Wesley College, Bristol, England; Trinity Theological College, Singapore; United Theological College, Bangalore, South India; and the School of Theology, Sao Paulo, Brazil. The International Studies Committee will assist with contacts and information for individual proposals.

**Foreign Service.** The involvement of Duke Divinity School with international institutions and cultures has always gone beyond one-way educational opportunities. Over the years faculty, alumnae and alumni, and students have lived and worked in locations abroad, under both ecclesiastical and secular auspices. The latest listings include approximately a score of seminary graduates in ministry overseas, and an equal number of other Duke alumnae and alumni, largely from the Ph.D. program in religion, who are serving in church-related posts. Over forty international students have departed to their own—or other—countries to carry on Christian ministry.

Divinity students often participate in international service projects on a short-term basis. Several have taken part in evangelistic or building work-teams, chiefly in the Caribbean. At least one recently spent a summer in Japan holding youth services under the auspices of OMS International. Faculty, too, are engaged in a variety of activities outside the United States. In addition to innumerable conferences and lectures in Canada and Europe, professors have taught and given papers in Third World countries: Professor Langford in Singapore; Professor Westerhoff in Japan, Australia, Argentina, Peru, and other countries of Central and South America; and Professor Wainwright in Australia and New Zealand. Professor Herzog spent the spring semester of 1990 at the Biblical Theological Seminary of the Methodist Church in Peru and at the University of Lima in Peru.

**Our World Parish.** "The world is my parish," said John Wesley, referring to various classes and social groups in his own country as well as the foreign mission field. Today that "foreign mission field" has become an international Christian community with much to share. Through its international programs, the Divinity School seeks to contribute to a "covenanting towards unity" with the goal of full communion among the churches of the world. We discover through our efforts as a worldwide community of faith that we are inseparable not only as members of the human family, but, above all, as members of the church catholic. We need to embody this inseparable community locally by learning from each other, standing in solidarity with each other, celebrating our common faith, and growing together. Through its international programs, the Divinity School seeks to live out its faith in a church family that transcends national, racial, denominational, geographic, gender, political, and economic boundaries.



*The Pyramid of the Sun at Teotihuacan, a site visited during the Mexico Seminar.*



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## *Black Church Affairs*



*Professor William C. Turner, Jr.*

## The Office of Black Church Affairs

The Office of Black Church Affairs has two principal objectives: (1) to assist black and other minority students in deriving the greatest possible value from theological education; and (2) to call the entire Divinity School community to serious and realistic dialogue with the black church and the black community. In keeping with these objectives, the Office of Black Church Affairs provides the following programs, activities, and services:

**Academic Study.** American theological education has long ignored the concerns and contributions of the black religious experience, a circumstance that the Divinity School curriculum addresses through (1) offering courses whose content and methods draw upon scholarship about and by African-Americans and (2) the inclusion of African-American scholarship in courses throughout the curriculum.

**Preaching and Lecture Series.** Fall and spring preaching and lecture series provide frequent opportunities to hear outstanding black preachers in Divinity School classes and worship services. The Gardner C. Taylor Preaching Series brings outstanding black preachers to the campus, and the Martin Luther King, Jr. Lecture Series brings to the Divinity School community lecturers of national stature to address the issues of justice, peace, and liberation in relation to the insights of the Gospel and the black religious experience.

**Continuing Education.** In cooperation with the Center for Continuing Education, the Office of Black Church Affairs provides several programs for black pastors in the region, including the Gardner C. Taylor Black Preaching Series, the Martin Luther King, Jr. Lecture Series, and seminars on black concerns and issues. Occasional conferences, colloquies, symposia, and the Annual Convocation and Pastors' School supplement these offerings.

There are opportunities for academic study for all qualified black pastors and lay persons. The extensive holdings of the Divinity School Library and the services of the Henry Harrison Jordan Loan Library are also available upon application to the librarian of the Divinity School.

**Church Relationships.** Through the Office of Black Church Affairs, the Divinity School reaches out to the black churches in the Durham-Raleigh vicinity. Such relationships not only afford excellent field settings for ministerial study and work, but they also provide a laboratory in which both blacks and whites together can gain wider knowledge of, deeper appreciation for, and increased sensitivity to the issues and urgencies of black culture.

The Office of Black Church Affairs also acts as a liaison with several clergy and community groups including the Interdenominational Ministerial Alliance and the Durham Ministerial Association.

The Office of Black Church Affairs provides counsel and advice to prospective black seminarians in undergraduate schools and encourages inquiries concerning study opportunities available at Duke Divinity School. For further information, contact William C. Turner, Office of the Director of Black Church Affairs, Duke Divinity School, Durham, North Carolina 27706.

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## *Continuing Education*





## **The Center for Continuing Education**

Through the Center for Continuing Education the Divinity School offers extensive opportunities in education for the Church's ministry. The Charles P. Bowles Continuing Education Center in the new wing of the Divinity School includes seminar rooms and spacious study carrels for clergy involved in individual study or residential seminars. The Divinity School provides a year-round program of residential seminars and conferences, extension seminars and consultations, and special services to clergy and churches throughout the nation.

## **Admission and Scholarships**

Conferences, churches, and other supporting groups and institutions have made available through the Divinity School designated funds to assist in continuing education for ministry. Inquiries, applications for admission, and requests for continuing education scholarships for residential seminars should be directed to: Director of Continuing Education, The Divinity School, Duke University, Durham, North Carolina 27706 (919) 684-3041.

## **In-Residence Seminars and Conferences**

During the academic year 1990-91 the Divinity School conducted a series of continuing education seminars, workshops, and conferences for clergy. Some of these were: "A Preachable Gospel," "Persuasive Preaching," "The Minister As Professional Leader," and "Surviving Personal Crisis." In addition, special seminars were presented for many districts from the Western North Carolina Conference and the North Carolina Conference of the United Methodist Church. Current seminar schedules can be obtained through the director of continuing education.

## **International Travel-Study Seminars**

The Center for Continuing Education sponsored an international travel-study seminar in 1991, "An Introduction to Mexico," led by Ted Campbell. The Center for Continuing Education intends to offer clergy more opportunities for international travel and understanding.

## **Extended Study Leave Program for Clergy**

Each year clergy nationwide request the opportunity to further their studies through the use of the Divinity School Library and other Duke libraries. Other clergy wish to meet with specific Divinity School professors, seeking guidance in their reading and study. Still others have a particular topic or subject they wish to pursue and want the director of continuing education to point them to books, seminars, or professors that

might help them. The Divinity School is happy to receive clergy for a study leave under the following guidelines:

1. The pastor submits a short biographical sketch and a study proposal.
2. The director of continuing education assesses the appropriateness of the proposal—for the pastor and for Duke. When a pastor is granted permission to come to Duke on a study leave, the director of continuing education supervises the study.
3. CEU's are awarded after a discussion with the director of continuing education and a report from the pastor.

## Visiting Scholars Program

The Center for Continuing Education provides carrel space and library privileges for scholars who wish to spend an extended time at Duke while on sabbatical leave. Those interested in this program should call or write to the director of continuing education.

## Duke Summer Institute

The Duke Summer Institute provides a program for continuing education. Usually held the last week of July, the Summer Institute offers persons a choice of continuing education seminars, lectures, worship, and recreational opportunities at Duke. Clergy have found the Duke Summer Institute a good way to combine continuing education with family vacation or travel. Inquiries about the current Duke Summer Institute can be made to the Office of Continuing Education.

## The Convocation and Pastors' School

The annual Divinity School Convocation and Pastors' School, a cooperative endeavor with the North Carolina and Western North Carolina Conferences of the United Methodist Church through the Board of Managers of the Pastors' School, brings together ministers, laypersons, students, and faculty for a series of lectures, sermons, and courses, along with alumni reunions and social occasions.

**The James A. Gray Lectures.** These annual lectures, established in 1950 as part of a bequest made in 1947 by James A. Gray of Winston-Salem, North Carolina, are delivered in the context of the Divinity School Convocation and Pastors' School. The 1990 Gray Lecturer was Jean Miller Schmidt from the Illif School of Theology.

**The Franklin S. Hickman Lectures.** This lectureship was established in 1966 as part of a bequest by Mrs. Franklin S. Hickman in memory of her late husband, Dr. Franklin Simpson Hickman, professor of psychology of religion, Duke Divinity School, and dean of the Chapel, Duke University. This lectureship enables the Divinity School to bring practicing ministers of extraordinary qualities to lecture and preach in the Convocation and Pastors' School and to participate in Divinity School classes, worship, and informal sessions with students and faculty. The 1990 Hickman lecturer was Peter Gomes from the Harvard Divinity School.

## Duke Lay Academy of Religion

The Lay Academy of Religion offers continuing education courses for all interested persons throughout the year with sessions in Durham, Greensboro, High Point, Charlotte, the Sandhills, and other locations. Courses are offered in the Bible, comparative religions, theology, Christian ethics, and other selected topics. Contact the director of continuing education, Duke Divinity School, Duke University, Durham, North Carolina 27706 or call (919) 684-3041 for more information and a current list of courses.



*Lyle Schaller, Duke's parish consultant, leads seminar.*

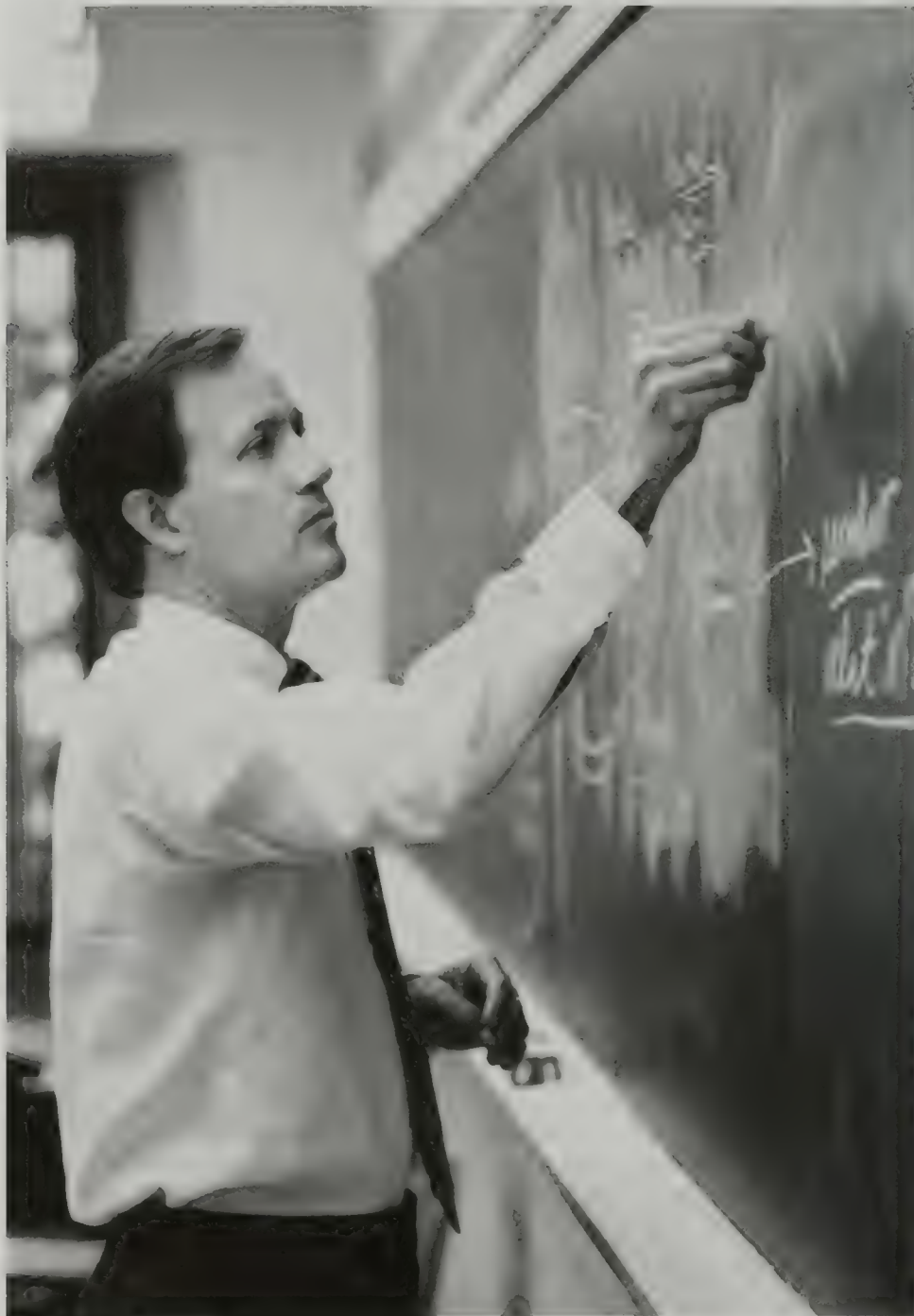
## **Ministry in the Vicinity**

Ministers and churches in the vicinity of Duke University are especially welcome to avail themselves of continuing education programs, facilities, and other services of the Divinity School and its faculty and students. They are invited to attend public lectures, visit with distinguished lecturers, participate in in-residence seminars and conferences, audit selected courses, study in the continuing education carrels, and use the resources of the Divinity School Library, the Henry Harrison Jordan Loan Library, and the tape recordings collection. Divinity School faculty, staff, and students are generally available for preaching, teaching, and other services in churches of the community and region.



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## *Additional Study Opportunities*



*Dean Dennis M. Campbell.*

## **The J. M. Ormond Center for Research, Planning, and Development**

This center was established in memory of the late Dr. J. M. Ormond, professor of practical theology of Duke Divinity School and director of the Rural Church Program under the Duke Endowment, 1923-48. The North Carolina Annual Conference established the J. M. Ormond Fund in 1951 as part of the special effort of the North Carolina and the Western North Carolina Conferences of the United Methodist Church to provide additional programs at the Divinity School. It is jointly supported by the Ormond Fund and the Rural Church section of the Duke Endowment.

The center has three purposes. First, it assists the Church in its ministry by providing research and planning services. Second, it provides training for ministerial students in church and community studies. Third, it contributes through basic research to the understanding of the nature and functioning of the Church. Emphasis is given to research and planning studies of rural United Methodist churches in North Carolina.

## **Programs in Pastoral Psychology**

Programs in pastoral psychology beyond the studies incorporated in the M.Div. curriculum are provided in cooperation with Duke University Medical Center. Two such programs are available.

1. The Master of Theology degree with a major in pastoral psychology is ordinarily a calendar year program beginning the first full week in June. However, upon the recommendation of the staff, candidates with a quarter or more of clinical pastoral education may begin their program in September. The candidate may plan one of two programs or concentrations:
  - (a.) a concentration in pastoral theology relating psychology and theological understanding to professional ministry, especially the parish, through course work and supervised field or clinical experience; and
  - (b.) a concentration in pastoral care and an introduction to the field of pastoral counseling through course work and an intern year in clinical pastoral education.

A quarter of clinical pastoral education is considered a prerequisite for all programs. Students who wish to complete the intern year in CPE and earn a Master of Theology degree will normally need two years to complete the program.

In the context of clinical pastoral education, various professional goals may be sought, including general understanding and skills in pastoral care and specialization in pastoral counseling and clinical supervision. Persons specializing in pastoral counseling and pastoral psychotherapy will advance toward certification with the American Association of Pastoral Counselors and the American Association of Marriage and Family Therapists.

2. Single units of basic clinical pastoral education are offered each summer (beginning the first Monday in June and running for eleven weeks) and concurrent with the fall and spring semesters in the Medical Center. Single units of basic parish-based clinical pastoral education are available concurrent with the fall and spring semesters. When the unit is completed within one semester, the student may take two other courses in the regular M.Div. program. Two transfer course credits will be granted for a summer CPE quarter or two course credits will be granted for the unit taken during the academic year (unless a course credit has already been granted for PP 77, in which case only one additional credit will be given for the CPE unit).

Students in CPE may not have other field education appointments or employment. However, a CPE unit will, when satisfactorily completed, count as one field education unit if taken in relation to either Field Education Seminar I or II. Only one field education requirement may be fulfilled by CPE.

Students are reminded that ordinarily no more than five courses out of twenty-four for the M.Div. degree should be taken in any one subdivision.

3. A one-year certificate or nondegree internship program in clinical pastoral education is available through the Duke Medical Center for persons who hold the Master of Divinity degree or its equivalent. Also, students who wish to pursue a pregraduation intern year are invited to apply, provided they have completed at least one year of theological education. The certificate, nondegree intern year can be done at any level of clinical pastoral education (basic, advanced, supervisory) that the candidate and the supervisory staff judge appropriate. These persons may enroll in the Divinity School as special students for a course or two each semester. Such training usually provides four units of certified clinical pastoral education credit.

Admission to either the basic unit or the internship Program of Clinical Pastoral Education is distinct from admission to the Divinity School. Applications for CPE enrollment are available in the Chaplains Service Office, Duke Medical Center.

For further information concerning any of these programs, write to Director, Programs in Pastoral Psychology, Duke Divinity School. See the section on the Master of Theology degree program.

## **Women's Studies at Duke University**

Graduate students enrolled in any of the university's departments and professional schools participate in the Women's Studies Program by taking graduate level courses, working with women's studies faculty on independent research, pursuing the graduate certificate in women's studies, and writing master's and doctoral theses in feminist scholarship.

To qualify for a graduate certificate, students must pass a minimum of three graduate level courses on women and gender. IDC 211, History of Feminist Thought, is the core course for the certificate, and the only required one. Students choose the second and third courses, as suited to their interests and programs of study; these may include divinity courses: CT 214, Feminist Theology, CT 139, Women, Theology and the Church, PP 180, Pastoral Care and Women, and PR 282, Women and the Word; as well as two other IDC courses: IDC 283, Feminist Theory and the Humanities and IDC 284, Feminist Theory and the Social Sciences. (Divinity students may elect IDC 211 as one of their two





permitted cognate courses [see below for "Cognate Courses"], and may wish to expend the other cognate opportunity on IDC 283 or 284.)

In addition to coursework, graduate students interested in feminist scholarship are strongly encouraged to take advantage of the many co-curricular and professional opportunities the Women's Studies Program presents.

(For relation of this opportunity to requirements of the several degree programs, see section on the curriculum. Note especially the "Required Limited Elective" in Theologies in Context that is part of the M.Div. degree.)

## Denominational Studies

The Divinity School offers the full array of courses required for ordained and diaconal ministry in the United Methodist Church (see below for particulars). It also offers courses in the history and polity of other denominations substantially represented in the student population. Baptist, Christian (Disciples), Episcopal, Presbyterian, and U.C.C. courses occur on a regular, usually two-year cycle. Courses on other traditions have been arranged when needed and when staffing was available.

In 1989, the Divinity School began creating advisory committees on denominational studies. Two have been established to date, a Committee on Presbyterian Studies and a Committee on Baptist Studies. A Committee on Episcopal Studies is in preparation. Others may be established if needed.

It is the task of such committees to take under care the persons from the respective traditions who are preparing for diverse ministries at Duke Divinity School. That care shall consist of advising students; counseling and preparing candidates for judicatory examinations or interviews; advising the Divinity School on the curricular and extra-curricular needs of those students; participating as appropriate and necessary in teaching of courses designed with students from the respective tradition in mind; creating an atmosphere at Duke University conducive to the effective preparation of that

denomination's ministers; and holding events, services, and workshops instrumental toward the transmission of denominational practice, tradition, and doctrine.

Such committees constitute sub-committees of the Curriculum Committee of the Divinity School. They relate to the Curriculum Committee on the performance of Duke students in interviews, examinations, and ministry; indicating how Duke courses and structures may have affected that performance; identifying specific courses or types of courses that would serve denominational needs; advising the Curriculum Committee, and through it the associate dean for field education and the Divinity School faculty, on practical theological and field education denominational needs; locating suitable placements for students and encouraging congregations to participate actively in the ministerial formation of Duke students; soliciting financial support for denominational study at Duke; exploring the feasibility, and if feasible, laying the foundations for a house of studies; reporting to the Curriculum Committee on its various activities; and at its last



*Author Alex Haley (l) and Professor C. Eric Lincoln (r).*

meeting in the spring and after consulting with the appropriate judicatories or constituencies, nominating a slate of members of the committee for the following academic year.

Both the Committee on Baptist Studies and the Committee on Presbyterian Studies are composed of area ministers, chaplains at Duke University, graduate and professional students, Divinity School faculty of that tradition, and members of the Divinity School administration.

Since their creation, these committees have proven effective in carrying out their mandates, disseminating information, establishing lines of communication, counseling students, and improving the Divinity School's effective care of persons preparing for ministry.

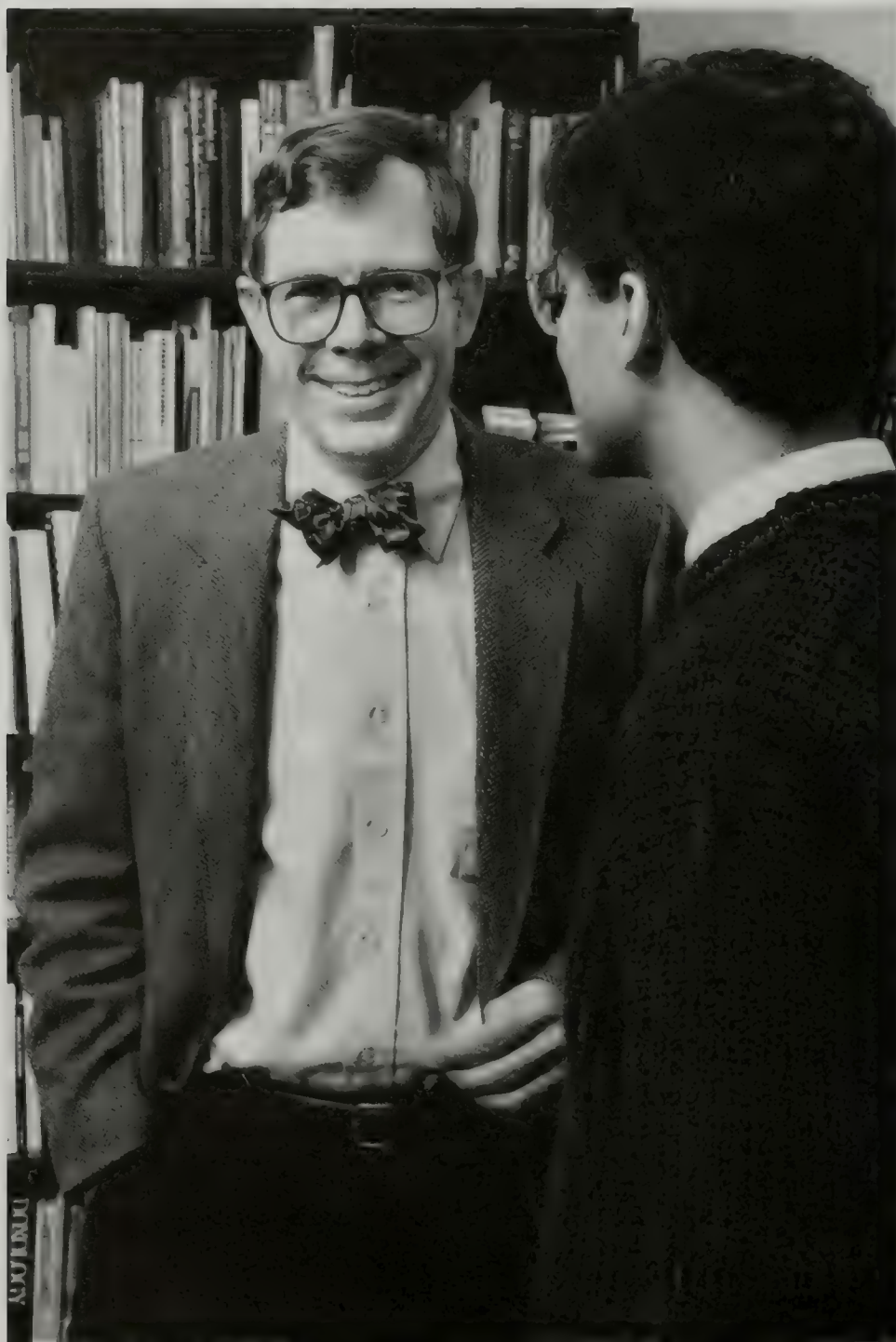
## **The Ministerial Course of Study School**

In cooperation with the Division of Ordained Ministry of the Board of Higher Education and Ministry and the Southeastern Jurisdictional Conference of the United Methodist Church, the Divinity School hosts the Course of Study School for local pastors of the United Methodist Church. This school is in session for four weeks each summer, and the required studies for one full year can be completed in this period. This is not a part of the regular work of the Divinity School degree program, and no credit toward a seminary degree can be earned. The faculty includes representatives from the Divinity School and other church-related institutions. The forty-first session of the Course of Study School is being held 25 June-20 July 1990. For further information on the Course of Study School write to the director, Ministerial Course of Study School, Duke Divinity School, Durham, North Carolina 27706.



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## Curriculum



*Professor Russell E. Richey.*

## **Degree Programs**

The academic work of the Divinity School presently embraces four degree programs: the Master of Divinity degree (M.Div.), ordinarily of three academic years; a one-year program beyond the basic degree, the Master of Theology (Th.M.); and two programs of two academic years, one leading to the degree of Master of Religious Education (M.R.E.) and the other to the degree of Master of Theological Studies (M.T.S.). The first three are graduate-professional degrees; the M.T.S., inaugurated in September of 1987, is a general academic degree. Admission to candidacy for any of these degrees presupposes the completion of the A.B. or its equivalent.

Students preparing for ordination to the Christian ministry and requiring appropriate graduate-professional education will enroll for the Master of Divinity degree. Students whose acquired academic standing, under this basic degree program, entitles them to further specialized study may advance their command of selected theological disciplines by applying for an additional year of studies leading to the Master of Theology degree. Together, these two degree programs constitute a sequence. Although the Master of Divinity degree fulfills requirements for ordination by prevailing ecclesiastical standards, the Th.M. program may assist in assuring a larger measure of professional preparation. Application for admission to the Th.M. program is open to graduates of other schools who have completed the basic theological degree.

The Master of Religious Education degree program is designed to prepare qualified persons, ordinarily not seeking ordination, for a ministry of Christian education in local churches or other organizations. The course of study is arranged to provide grounding in biblical, historical, and theological disciplines as essential background for instruction in and exercise of professional competence in curricular planning, teaching methods, and supervision of educational programs for various age groups. The M.T.S. provides an introduction to the theological disciplines as foundation for a graduate research degree (Ph.D); preparation for lay religious degrees other than Christian education; grounding for teaching, research, or practice in another field (e.g., history, psychology, music); enhancement of institutional roles; and personal enrichment.

The specific requirements for each of these degrees are found in the succeeding pages. Completed course work cannot be credited toward more than one degree. Reciprocal transfer of credit for course work taken under the M.Div., M.R.E., or M.T.S. programs requires the permission of the associate dean for academic programs.

## **Doctoral Studies Accredited by the Graduate School**

The Divinity School provides a substantial body of course offerings to an advanced level in biblical, historical, systematic, and contemporary theological disciplines that are accredited by the Graduate School and the faculty of the Divinity School, and lead to the Doctor of Philosophy degree. Sharing responsibility with the university Department of Religion for staffing and curricular provisions of this course of study, the Divinity

School is the principal contributor to the program of graduate studies in religion. However, the Ph.D. in religion is certified and awarded under the Graduate School, and the doctoral student's admission and matriculation are administered under that division of Duke University.

With few exceptions, most courses in the *Bulletin of Duke University: The Divinity School* carrying a 200 number or above and belonging to the fields noted above are applicable to doctoral programs of study. These courses are open to qualified M.Div., Th.M., M.R.E., or M.T.S. students by permission of the instructor.

Qualified persons who desire to pursue studies leading to the degree of M.A. or Ph.D. in religion, under the administration of the Graduate School, are advised to apply to the dean of that school. Inquiries concerning fellowships or specific requirements of the Program of Graduate Studies in Religion may be addressed to the director, 209 Divinity School.

## Administration of the Curriculum

Students are required at the time of each registration period to plan their course of study with the consultation and approval of their assigned faculty advisers. Such programs are subject to the review and approval of the Committee on Academic Standing, the dean, and the associate dean for academic programs. It is the responsibility of each student to see that all requirements for graduation (and for ecclesiastical ordination) are met, and that any special permission granted to deviate from the normal program is properly recorded on the personal files in the registry.

**Grading System.** The Divinity School employs the grading scale with the following letters, *A, B, C, D*, and that have been defined as follows: *A*, excellent; *B*, good; *C*, satisfactory; *D*, passing; *F*, failure; *WI*, withdrew illness; *W*, withdrew, discretion of the dean; *I*, incomplete; *P*, passed; *NC*, noncredit; *Z*, year course. At the discretion of the instructor, individuals or classes may in certain instances be graded simply as pass or fail. Such *P/F* grades shall be limited to no more than 25 percent of a student's total curriculum at Duke and will not be figured in the grade point average.

The denotations are defined as follows according to quality points: *A*, 4; *A-*, 3.7; *B+*, 3.3; *B*, 3.0; *B-*, 2.7; *C+*, 2.3; *C*, 2.0; *C-*, 1.7; *D+*, 1.3; *D*, 1.0.

**Limited Program.** Students whose work after admission is not satisfactory may be placed on limited programs by the Academic Standing Committee and are required to reduce their course loads or to make other academic adjustments. Students who during the first year of Divinity School maintain less than a *C* (2.0) average, including failures, ordinarily will be required to withdraw from the school.

**Incompletes.** A student may petition the associate dean for academic programs to receive a grade of incomplete in a course. This petition must be filed in writing on the prescribed form with the registry on or before the last official day of classes of the semester in question. Such permission may be granted when a student, through some circumstances beyond control, such as illness, has been hindered from meeting the course requirements. Adjudication of the petition will rest with the associate dean and the instructor concerned. The associate dean will communicate in writing to the student regarding the joint decision and any conditions attached thereto. An incomplete becomes either an *F* or a permanent incomplete unless it is removed through completion of assigned work by the following dates: for incompletes incurred in fall semester courses, 1 February; for incompletes incurred in spring semester courses, 15 September. The grade of permanent incomplete is reserved for instances in which the student's work in the course was substantial and of passing quality.

**Change of Courses or Withdrawal.** Students are permitted to change their course registrations, without incurring a penalty, during the prescribed drop/add period at the beginning of each semester. Any alteration in the number of courses must be officially



reported and recorded. The adding of a course requires the permission of the instructor of that course as well as the student's faculty adviser. Any refund of tuition related to withdrawals will be according to the published schedule.

No student will be permitted to withdraw from a course after one-half of the semester without incurring failure, except for causes adjudged by the associate dean for academic programs to be beyond the student's control. Conditions of genuine emergency and not considerations of convenience will be determinative in considering requests, which must be submitted in writing on academic petition forms.

**Leave of Absence.** A student wishing to take a leave of absence for one or two semesters, and intending to return to a degree program in the Divinity School, should so notify the associate dean for academic programs in writing in advance. No leave of absence will be granted for more than one full academic year, although an emergency extension may be requested from the associate dean for academic programs.

**Withdrawals from School.** Students deciding to withdraw from the Divinity School, for whatever reason, should consult with their faculty advisers and the associate dean for academic programs, and must file a written statement of withdrawal prior to departure. All students who have officially withdrawn or whose leave of absence extends beyond one academic year but who wish later to return to the Divinity School will be required to reapply for admission, and provide whatever documentation is required by the director of admissions.

**Directed Study.** Students may, with permission of their faculty advisers and the instructors involved, take one or two units of Directed Study, preferably not in the same semester. These independent study courses under individual faculty supervision are ordinarily in subjects at an advanced level which cover material not available in the regular curriculum. Students wishing to take more than two courses by Directed Study must have permission from the associate dean for academic programs in consultation with the student's faculty adviser and the instructor who agrees to direct that study.

**Cognate Courses.** Students may, in consultation with their faculty advisers, take up to two graduate level courses in other departments of Duke University or at the University of North Carolina. Permission for more than two such cognate courses must be secured from the associate dean for academic programs. Courses in Duke's Department of Religion do not count within this limit.

**Graduation with Distinction.** Students who achieve a grade point average of 3.85 for overall academic records in the M.Div., M.T.S., and M.R.E. programs are granted the degree *summa cum laude*. Students with a grade point average of 3.65 or above are awarded their degrees, *magna cum laude*. Such distinction is calculated on the basis of letter grades only, totaling at least three-quarters of all courses taken at Duke, and will be indicated on the student's diploma.

**Part-Time Students.** Students taking less than three courses in any given semester are considered part-time students and are ineligible for financial aid from the school.

**Auditors.** Full-time students paying for at least three courses are permitted to audit additional courses at no extra cost, if space permits, with the approval of their advisers, the associate dean for academic programs, and the instructor of the class. Special students, part-time students, or persons not candidates for degrees in the university are charged an audit fee for each such course.

## The Basic Theological Degree—Master of Divinity

The faculty of the Divinity School views the curriculum as dynamic, not static; constantly endeavors to review the curriculum as a whole and to tailor individual courses to meet the needs of a rapidly changing world; and periodically commits itself

to overall curricular change. Major curricular revisions were instituted in 1948, 1959, and 1967. Another such revision took effect in September of 1987.

This degree program is structured to elicit a positive response to: (1) the challenge to provide an adequate professional education—education for ministry; (2) the needed variability of ministries in today's complex world; (3) the norms of university education; and (4) the Christian tradition.

**Aims of the Curriculum.** The aims of the basic degree program focus upon four goals, four areas of personal and curricular responsibility, four lifelong tasks which should be strongly advanced during the seminary years.

1. *The Christian Tradition.* To acquire a basic understanding of the biblical, historical, and theological heritage.
2. *Self-Understanding.* To progress in personal and professional maturity—personal identity, life-style as an instrument of ministry, major drives, handling of conflict, resources, professional competency, etc. This is to be coupled with a sensitivity to the world in which we minister—its social forces, its power structures, its potential for humanization and dehumanization.
3. *Thinking Theologically.* To have the ability to reflect upon major theological and social issues and to define current issues in theological terms and theological issues in contemporary secular terms.
4. *Ministering-in-Context.* To have the ability to conceptualize and participate effectively in some form of contemporary ministry.

Goals of such scope cannot be neatly programmed in any curriculum, and the degree of achievement (in seminary and beyond) will vary with individuals and their own motives and incentives.

**The Basic Curriculum—General Description.** Graduation requirements for the Master of Divinity degree consist of satisfactory completion of twenty-four courses, with an overall grade point average of C (2.0) or better; ten basic courses or their equivalent; three limited electives; two units of approved field education; and two evaluations.

The basic curriculum provides for foundational courses in biblical, historical, theological, and ministerial studies representative of the tradition and regarded as indispensable background for subsequent elective work and individual program information. These required courses total ten of the twenty-four courses necessary for graduation. They are Old Testament 11, New Testament 18, Church History 13 and 14, American Christianity 28, Christian Theology 32, Christian Ethics 33, Preaching 30, Church's Ministry 10 and 100. At least one course must be elected from three designated lists of offerings (available at registration) in advanced Biblical Studies, Black Church Studies, and Theologies in Context (the latter covers such fields as Women's Studies, World Christianity, and Liberation Theology). The opportunity of advanced standing adds further variability to the academic program, depending upon the nature and quality of the student's undergraduate academic work. Fourteen courses, over half of the required total, are available for working out an individualized program of studies leading to specialized preparation in academic depth and to professional ministerial competence.

Required courses may be staffed by one or more professors and are planned to treat subject matter both in scope and depth at the graduate level.

The formulation of the student's course of studies is guided by certain broad but normative recommendations for area distribution of courses and by the advice and counsel of appointed faculty advisers or authorized directors.

Students and advisers are directed to read diligently the paragraphs on elective studies and professional aims and distribution of elective studies in the section on administration of the curriculum.

All academic programs are subject to review and emendation by the dean and the associate dean for academic programs for the fulfillment of the aims of the curriculum. The declared vocational and professional objective of the student is of central importance both to the student and to the faculty adviser in planning the student's comprehensive study program.

Six semesters of residential study are ordinarily required for the completion of the degree. With permission of the associate dean for academic programs, certified non-residential study, not exceeding the equivalent of eight courses, may be permitted to a candidate for the basic degree.

The normal academic load is four courses per semester. A student with demonstrated competence may, with the consent of the academic adviser and the associate dean for academic programs, enroll for an additional course in the middle and senior years.

**General Features of the Basic Curriculum.** The following is a brief summary of the basic curriculum:

1. Twenty-four courses and six or more semesters of residency are required for graduation.
2. Each student is required to complete two approved assignments in field education (with or without remuneration) under supervision.

Such assignments might include an internship, a summer of full-time work, two semesters of part-time work, or involvement in church or community service. The essential criteria for graduation credits are that the amount and quality of supervision be approved by the Office of Field Education, and that the student be required to evaluate and correlate the experience directly.

3. A normal academic load is four courses with credit.

Admission to candidacy for the Master of Divinity degree is admission to the regular program of studies. The suggested paradigm defines the normal sequence of the student's developing program. Students enrolled for less than three courses are considered part-time and are not eligible for financial aid or student health services.

The curriculum intends to serve graduate-professional aims with maximum flexibility. Fourteen elective courses are available and may be programmed to satisfy vocational and professional preferences. In planning a course of study, the student, in consultation with the adviser, should choose a program that will give a broad understanding and appreciation of future professional responsibilities. Members of the faculty and staff welcome inquiries.

Professional ministries include those of the parish, preaching, teaching, and pastoral care; ministries of education in local churches and higher education; missions; campus ministry; specialized urban and rural ministries; chaplaincies—hospital, institutional, industrial, and military; teaching; religious journalism; audiovisual communications; church agencies; and ecumenical ministries at home and abroad. For many of these, further specialized training will necessarily be sought elsewhere beyond the basic degree. For all of these ministries the student's program of studies can be shaped for the particular ministry in view.

Students are encouraged to elect at least one course in each of the following areas or subdivisions of the curriculum beyond the required courses: American Christianity; history of religion; Christian education; world Christianity and ecumenics; biblical exegesis; pastoral psychology; Christian ethics; worship and preaching; care of the parish (including church and community). Such advanced courses should be selected with a view to the individual's vocational and professional aims and in consultation with the student's faculty adviser. Students are also encouraged to concentrate, usually in not more than five courses in any one subdivision of the curriculum, in an area directly related to their vocational and professional intention. The program of each student is



subject to review and revision by action of the faculty adviser, the Committee on Academic Standing, the associate dean for academic programs, or the dean.

**Evaluation/Self-evaluation.** The successful completion of the new M.Div. program rests upon three components: (1) grades; (2) field education; (3) faculty evaluation. Two points of evaluation/self-evaluation occur. One, after the first semester and as an aspect of Church's Ministry 10, provides an early reading on the student's sense of vocation and the appropriateness of the Duke M. Div. program for that person; gives early direction to the student's academic program; provides guidance for the first field assignment.

The second, normally after the fourth semester and as part of Church's Ministry 100, reviews the student's progress to date in classroom and field learning and assesses the student's readiness to proceed into the senior year and complete the Master of Divinity program. Specifically examined are the student's (1) understanding of his/her Christian vocation, (2) self-perception as person in ministry, (3) command of skills of ministry, and (4) ability to integrate practice and theology of ministry.

The instruments to be used for the second include (1) a self-evaluation document; (2) field education data and transcript; (3) a 15-25 page typewritten paper on the student's emerging theology of ministry in relation to his/her given faith heritage; (4) an episode of ministry such as a verbatim, a sermon, a case study, a church program, etc., which demonstrates the theology of ministry; and (5) a forty-five minute oral exam over the paper, specific episode, etc.

The evaluation is a graduation requirement which must be satisfied as any other requirement. Students who require significant additional work as judged by the evaluating committee will have to complete that work prior to graduation.

Information from the evaluation is protected by the statutes concerning privacy and confidentiality. It will not be shared by the Divinity School with any extra-university party except upon written release of the student and then only in summary fashion.

### A SUGGESTED M.DIV. CURRICULAR PARADIGM

#### **Junior Year**

##### *Fall Semester*

Church's Ministry 10  
Church History 13  
Old Testament 11  
Elective  
(Evaluation 1)  
Field Education 1

##### *Spring Semester*

Christian Theology 32  
Church History 14  
New Testament 18  
Elective

#### **Middler Year**

##### *Fall Semester*

Christian Ethics 33  
Preaching 30\* (or Elective)  
American Christianity 28  
Elective  
Field Education 2

##### *Spring Semester*

Elective  
Preaching 30\* (or Elective)  
Elective  
Elective  
(Evaluation 2)

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\* Students will take the Introduction to Preaching course before the end of the fourth semester and after the foundational courses in Old and New Testament or their equivalents.

## Senior Year

### Fall Semester

Church's Ministry 100

Elective

Elective

Elective

### Spring Semester

Elective

Elective

Elective

Elective

### Required Limited Electives:

One course in Black Church Studies (from designated list)

One course from Theologies in Context (from designated list of courses treating Women's Studies, World Christianity, Liberation Theology)

One additional course in scripture

The third requirement in scripture may be met in one of the following ways:

(1) by the course entitled "The Interpretation of Scripture" (OT/NT 150); (2) by the biblical language sequences OT 115-16 or NT 103-4 (or an advanced language course in which a formal exegetical paper is required); (3) by an English exegesis course in which a formal exegetical paper is required (the courses to be specified in registration materials); (4) by a Greek or Hebrew exegesis course.

**Field Education.** Two units of approved field education are required; they are represented above as winter term placements (thirty weeks); they may also be satisfied in summer placements (ten to twelve weeks).

**Student Pastors and Others with Heavy Outside Employment.** Students in candidacy for the Master of Divinity degree who serve as full-time pastors or work more than fifteen hours per week in addition to their academic schedule are advised that their degree programs will usually require a fourth academic year.

Modification of this schedule requires the approval of the associate dean for academic programs on recommendation of the associate dean for field education.

1. Students with pastoral charges or comparable extracurricular responsibilities ordinarily will enroll for not more than three courses.
2. Students who accept pastoral charges in their middler or senior year are required to have the prior approval of the associate dean for field education. Such students will be required to restrict their course work in accordance with regulation 1 above.
3. Modifications of these regulations will be scrupulously administered. Academic achievement, normally a *B* average, must be demonstrated before any modification of these requirements is allowed. Because adequate indication of the student's academic proficiency is not available before the completion of the first academic year, no modification of regulation 1 is possible for junior students.
4. Students who secure minor employment outside the channels of the Office of Field Education are required to inform the associate dean for field education. Students carrying an outside employment work load of more than fifteen hours per week will be required to limit their academic load.
5. Ordinarily a student may not commute more than fifty miles (one way). Students living farther away than this will be required to stay in Durham during the academic week.
6. Student assistant pastors (not pastors-in-charge) may enroll for a full academic load if they are not on limited program, if their work is under the supervision of the associate dean for field education, and if their field duties involve no more than fifteen hours per week.

**Study Abroad.** Study abroad, with transferable credit toward graduation, may be allowed for a candidate for the Master of Divinity degree by approval of the associate dean for academic programs. A strong academic record is a prerequisite. Ordinarily, permission for such study may be granted to students who have completed the work of the middler year. Both the institution abroad and a specific course of study proposed must have the prior approval of the associate dean for academic programs. Required courses and the two field education units must usually be completed at Duke.

**Transfer Credits.** Transfer of credit to the Divinity School of Duke University, leading to candidacy for the degree of Master of Divinity, will normally be limited to one-third of the academic credits (in proportional evaluation) required for fulfillment of degree candidacy (see the chapter, "Admissions").

**Advanced Placement.** Students may, on the basis of undergraduate courses, a religion major, or other substantial preparation, be given advanced placement in one or more of the eight required subjects. Such placement normally presumes at least two college courses in a given area (e.g., Old Testament) with a satisfactory grade average and permits the student to fulfill the requirement by electing an advanced course in the same area (e.g., an advanced Old Testament course in place of Old Testament 11).

**Ordination Requirements.** Students preparing for ordination are strongly advised to ascertain early in their seminary program the precise ordination requirements of their denomination.

United Methodist students must fulfill educational requirements in the *Discipline*, by completing the year-long course on Methodist doctrine, history, and polity (CP 159 and 160). Most annual conferences also require one or more courses in preaching and worship and/or clinical pastoral education.

Students from other denominations should consult with their appropriate church bodies for specific requirements, which may include biblical languages. Polity courses for certain other denominations may be offered from time to time by faculty members or local clergy on prior request.

**Continuation Requirements.** The following are the continuation requirements for students enrolled in the M.Div. degree program:

1. The student must maintain a cumulative grade point average of 2.0. If a student falls below this level he or she may be terminated or warned and placed on limited program. This means that the student may enroll in no more than three courses.
2. At the end of the second semester the student on limited program who does not attain a cumulative GPA of 2.0 is terminated. In exceptional cases a student who shows substantial improvement the second semester but does not quite attain a GPA of 2.0 may be given a third semester to do so.
3. The progress of all students is reviewed at the end of every semester by the Academic Standing Committee.

The M.Div degree must be completed within six years (twelve semesters). The minimum time in which a degree can be completed is three years (six semesters).

To be classified as full time, a student must be enrolled in three or more courses in a semester.

**M.Div. with a Concentration in Christian Education.** Persons wishing a Master of Divinity degree with a concentration in Christian education will complete the stated requirements of the M.Div. curriculum. In addition, they would ordinarily take CED 25 in the first semester of the junior year; CED 132 in the first semester of



the middler year; CED250, the Senior Symposium in Christian Education, in the second semester of the senior year; and two other Christian education courses. They would also complete one field education unit in a Christian education setting.

## The Master of Religious Education Degree

The course of study leading to this degree is designed for persons desiring to prepare for leadership and service in the educational ministry of the Church.

**Admission.** Applications for admission to the Master of Religious Education program are evaluated by the same standards as those applicable to the Master of Divinity degree, and admission requirements and procedures are also the same (see page 25, Admissions: Requirements and Procedures). Students planning to specialize in Christian education should study the sections of this bulletin that contain statements of policy regarding the most appropriate prerequisite studies for theological education and the procedures to be followed in applying for admission.

**Requirements.** The Master of Religious Education degree usually requires two years, or four semesters, of residence and study and the fulfillment of the following requirements:

1. Sixteen courses according to the following curricular paradigm:

### First Year

#### Fall Semester

CED 25: Education as a Pastoral Ministry  
Church History 13  
Old Testament 11  
Elective  
(evaluation-1)

#### Spring Semester

Christian Theology 32  
Church History 14  
New Testament 18  
Elective

### Second Year

#### Fall Semester

Christian Ethics 33  
CED 132: Curriculum Teaching and Learning  
Elective  
Elective  
(evaluation-2)

#### Spring Semester

CED 250: M.R.E. Symposium  
Elective  
Elective

**Required Limited Electives:** Two courses in Christian Education. One unit of approved Field Education is required.

**Note:** The courses in scripture, history, and theology above are those typically elected. Others in the same divisions may be substituted with the permission of the adviser, the divisional chair, and the associate dean for academic programs.

All M.R.E. students will be involved with their adviser in two evaluation/self-evaluation processes. One, after the first semester, provides an early reading on the student's sense of vocation and direction. The second, normally during CED 250, assesses the student's readiness to complete this professional degree program. The latter includes the submission of a fifteen-twenty page paper entitled "My Emerging Theology of Educational Ministry." Both draw upon insights and data from field education as well as from academic performance.

**United Methodist Requirements.** This degree meets the academic requirements for consecration as a diaconal minister in the United Methodist Church when United Methodist doctrine and polity (CP 159-60) are taken as electives. To be certified as a

director or minister of Christian education by an annual conference, a student would need to take a course in worship, typically CW 78, and United Methodist history, doctrine and polity (CP 159-60), in addition to the courses in Christian education required for the degree. Students are advised to consult with their Conference Boards of Diaconal Ministry.

**Continuation Requirements.** The following are the continuation requirements for the M.R.E. degree program:

1. The student must maintain a cumulative grade point average of 2.0. If a student falls below that he or she may be given a second semester to bring the cumulative GPA up to 2.0. Failure to do so results in termination.
2. The progress of all students is reviewed at the end of every semester by the Academic Standing Committee.

The minimum time in which the M.R.E. can be completed is two years (four semesters). The degree must be completed in four years (eight semesters).

To be classified as full time a student must be enrolled in three or more courses.

## The Master of Theological Studies Degree

This two-year (four semesters) general academic degree, inaugurated in September of 1987, is designed to provide an introduction to the theological disciplines as: (1) foundation for a graduate research degree (Ph.D.); (2) preparation for lay religious careers; (3) grounding for teaching, research or practice in another field (e.g., history, psychology, music); (4) enhancement of institutional leadership roles; (5) personal enrichment.

### Requirements:

1. 16 courses and four or more semesters of residency (at least three semesters of which must be at Duke, i.e., transfer credit is limited to one semester);
2. a normal load of four courses per semester;
3. two courses from each of the biblical, historical, and theological divisions (ordinarily those would be the Old and New Testament introductions; the two semester survey of church history; and the basic theology and ethics courses);
4. the maintenance of a cumulative grade point average of 2.5;
5. a paper\* submitted within a course in the final (fourth) semester and fulfilling, in part, the requirements of that course which addresses itself to the coherence, learnings, or major emphases of the individual's program (choice of course by mutual consent of student, instructor, advisor);
6. completion of all requirements for the degree within a four year (eight semester) period.

**Administration.** In consultation with their advisers, students will draft a set of program goals and project a four semester course plan (or an appropriate alternative plan on a part-time basis). At each registration conference, students and advisers will reassess program goals and the course plan adopted by the student. At the end of each semester, the Academic Standing Committee shall review the progress and cumulative grade point average of each student. The M.T.S. program as a whole will be administered

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\* Guidelines for the fourth semester paper will be available.

by the associate dean for academic programs who will take responsibility for any colloquia or other special M.T.S. programs.

Persons enrolled for three or more courses would be classified as full time.

Students enrolled in the M.T.S. program could avail themselves of graduate level courses of the University open to Divinity School students and cognate to their programs and offerings of the Divinity School except those courses specific to other degrees, e.g. the Church's Ministry 10 and 100 courses of the M.Div. program and the M.R.E. Colloquium.

**United Methodist Requirements.** This degree meets the academic requirements for consecration as a diaconal minister in the United Methodist Church when United Methodist doctrine and polity (CP 159-60) are taken as electives. Students are advised to consult with their Conference Boards of Diaconal Ministry.

**A Suggested M.T.S. Curricular Paradigm**

**First Year**

*Fall Semester*

Elective  
Old Testament 11  
Church History 13  
Elective

*Spring Semester*

Christian Theology 32  
New Testament 18  
Church History 14  
Elective

**Second Year**

*Fall Semester*

Christian Ethics 33  
Elective  
Elective  
Elective

*Spring Semester*

Elective\*  
Elective  
Elective  
Elective

**The Master of Theology Degree**

The course of study leading to the degree of Master of Theology is designed for graduates of accredited theological schools who desire to continue or resume their theological education for enhancement of professional competence in selected areas of study. Enrollment in the Th.M. degree program is open to a limited number of students who have received the M.Div. (or the equivalent) with superior academic records.

Inquiries on admission may be addressed to the director of admissions for referral to the director of the Th.M. Program.

**General Requirements.** The general requirements for the degree of Master of Theology are:

1. Eight course units of advanced studies, with an average grade of B (3.0 average on a 4.0 scale).
2. Superior performance in a comprehensive examination covering the major area of study. As an alternative to the comprehensive examination the student may elect to do a research project in one major area if approved by the supervising

\* One of the electives serves as the context for the summary paper.



professor. This project shall carry one course credit, to be counted within the eight units required.

3. Residence for one academic year or the equivalent. (Equivalency to be determined by the associate dean for academic programs).

There are no general language requirements. However, classical or modern languages may be required for certain programs (for example, in biblical studies, Hebrew or Greek may be required).

**The Program of Study.** At least four of the required eight courses must be taken in one of the basic theological disciplines (biblical, historical, theological, or ministerial) that shall be designated as the candidate's major, and at least two courses in another discipline (i.e., an area of study distinct from the major) that shall be designated as the candidate's minor. Ordinarily, no more than two units may be taken through directed reading, and no more than one of these in any one semester.

The comprehensive examination will be given at the close of the course of study for the degree, ordinarily in May or September. Persons electing to do a research project should obtain guidelines for their submission and deposit in the library from the associate dean for academic programs.

The entire program of studies and comprehensive examination or project can be completed within twelve months. In some cases, the time limit may be extended, but in no case beyond three years.

The candidate majoring in pastoral psychology may plan one of three programs or concentrations: a concentration in pastoral theology relating psychology and theological understanding to professional ministry, especially the parish, through course work and supervised clinical or field experience; a concentration in pastoral care through course work and an intern year in basic or advanced clinical pastoral education; a concentration in pastoral counseling through course work and supervised counseling experience in a pastoral counseling center (if that can be arranged). In the context of clinical pastoral education various professional goals may be sought, including general understanding and skills in pastoral care. The Clinical Pastoral Education Program is certified by the Association for Clinical Pastoral Education. Persons specializing in pastoral counseling and pastoral psychotherapy will be moved toward certification with the American Association of Pastoral Counselors and the American Association of Marriage and Family Therapists. Course PP 181 A (or its equivalent) is considered a prerequisite for a major in pastoral psychology. It is not applicable toward the eight courses required for the degree, although it will be indicated on the student's transcript. Accordingly, the student majoring in this area should ordinarily make provision for a program extending for a full calendar year.

**Financial Aid.** Please note in the pertinent sections of the chapter "Financial Information" that the charges for tuition and general fee for the Th.M. degree are combined and are made on the basis of the number of courses taken, and that in order to be eligible for medical care a student must be taking at least three courses.

**Continuation Requirements.** The following are the continuation requirements for the Th.M. degree program:

1. The student must maintain a cumulative grade point average of 3.0. A student who falls below this level is terminated.
2. The progress of all students is reviewed at the end of every semester by the Academic Standing Committee.

The Th.M. degree must be completed within three years (six semesters). The minimum time in which the degree can be completed is one year (two semesters).

To be classified as full time a student must be enrolled in three or more courses in a semester.

## Duke Summer Session

The Divinity School offers a limited summer program, including intensive biblical language courses (Hebrew in 1992 and Greek in 1991), individual directed study, and foundational courses for United Methodist diaconal ministry. Summer courses of graduate level may also be taken in other departments as cognate credits (maximum of two, see provisions under administration of the curriculum). Permission for such credits must be secured in advance from the instructor and from the associate dean for academic programs, but official registration and payment of fees are handled in the Office of Summer Educational Programs, 120 Allen Building, Duke University, Durham, North Carolina 27706.

## Special Programs

Duke Divinity School is a participant in the National Capital Semester for Seminary students conducted by Wesley Theological Seminary in Washington, D.C. Students may, with the approval of the associate dean for academic programs, enroll in this one-semester program focused on political issues and social ethics, and receive up to four transfer credits. Applicants must have completed at least two and not more than four semesters at Duke to be eligible.

## International Study Programs

For several years the Divinity School has been developing programs of international study and exchange involving faculty and students. The main areas in which the development is centered at this time are the following:

**Mexico Seminar.** Brief intensive travel-study to foster appreciation of Mexico, its people, history, culture, and religion—with special attention to the faith and mission of the Church in Latin America today. Direct encounter with Third World poverty. About twelve persons per seminar.

**China Seminar.** A travel-study seminar on the re-emergence of the Church in China focusing on the unprecedented response to the Church in a Marxist society. Participants have the opportunity also to learn about China and its people and see firsthand the changes taking place in this remarkable country.

**Robert E. Cushman Exchange Fellowship.** Each year faculty and staff nominate a student to represent the Divinity School in the Bonn/Duke Exchange program. At Bonn University (West Germany) the student for a year becomes thoroughly acquainted with another culture and different church life. Full participation in 9 classes at Bonn required. Language preparation necessary.

**Dumfries, Scotland.** In cooperation with St. Michael's Parish, Dumfries, Scotland, the Divinity School offers an academic year's experience. A modest stipend provides basic support and trans-Atlantic air fare. This opportunity is open each year to one rising senior who serves as a full-time parish assistant for this parish of the Church of Scotland.

Students wishing to make other arrangements for study abroad should consult with both associate deans as early as feasible. A more extensive description of the Divinity School's international programs follows the section on Field Education.

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## *Courses of Instruction*



*Students register for courses.*



## Course Enrollment

The foundational courses typically carry two digit numbers (e.g., New Testament 18, Church History 13, American Christianity 28, Christian Theology 32). Other courses numbered through 199 are elective courses for Divinity School students only. Most courses numbered 200 and above are approved for credit by both the Divinity School and the Graduate School, and require the permission of the instructor. For other prerequisites the student should consult the roster of courses of instruction in this bulletin and should also refer to published registration advices at the time of registration for each semester.

Courses jointly approved by the Divinity School and the Graduate School of Duke University are published in the *Bulletin of Duke University: The Divinity School*. Courses offered in the Department of Religion of Duke University, or as cognate courses in other departments, must be of graduate level (numbered 200 or above) in order to fulfill requirements for degrees in the Divinity School.

## Projected Course Offerings

The following list of proposed course offerings for the 1991-1992 academic year is tentative and subject to change. Detailed listings are available at the time of preregistration in the middle of the preceding semester, and more distant plans may be ascertained by consulting the divisional representative or the instructors concerned.

### Fall Semester, 1991

Old Testament (OT) 11, 115, 242, 350  
New Testament (NT) 18, 103, 105  
Church History (CH) 13, 276  
Historical Theology (HT) 271, 273, 337  
American Christianity (AC) 28  
Christian Theology (CT) 108, 119, 139, 200, 322, 333  
Christian Ethics (CHE) 33, 387  
Black Church Studies (BCS) 126  
World Christianity (WC) 129  
Church's Ministry (CM) 10, 100  
Care of the Parish (CP) 147, 159  
Christian Education (CED) 22, 25, 132, 255  
Church Worship (CW) 78  
Pastoral Psychology (PP) 64, 181A  
Preaching (PR) 30, 164  
Spirituality (SPI) 22

## Spring Semester, 1992

Old Testament (OT) 11, 116, 130  
New Testament (NT) 18, 104, 114, 341  
Church History (CH) 14, 247B, 250, 272  
Historical Theology (HT) 338  
American Christianity (AC) 293, 342  
Christian Theology (CT) 32, 118, 329, 352  
Christian Ethics (CHE) 130, 244, 268  
Black Church Studies (BCS) 124  
World Christianity (WC) 263  
Care of the Parish (CP) 148, 155D, 160  
Christian Education (CED) 109, 190, 221  
Christian Worship (CW) 78, 208, 268  
Pastoral Psychology (PP) 178, 181B, 271  
Preaching (PR) 30, 184  
Spirituality (SPI) 233

## I. Biblical Studies

### OLD TESTAMENT

**11. Introduction to Old Testament Interpretation.** An introduction to the literature, history, and religion of ancient Israel with emphasis upon exegetical methodology. *Bailey and Crenshaw*

**101. The Prophetic Movement.** A study of the prophetic movement in Israel from the earliest period to the postexilic development of apocalyptic with special reference to the content and religious teaching of the prophetic writings. *Efird*

**106. Exegesis of the English Old Testament.** Prerequisite: OT 11 or equivalent.

106A. Genesis. *Bailey*

106B. Amos and Hosea. *Bailey*

106D. Wisdom Literature in the Old Testament. *Crenshaw*

**106E. Old Testament Psalms.** Exegesis of various literary types; theological orientation of Old Testament liturgical prayer; implications for prayer and liturgy today. *Staff*

**109. The Religion of the Old Testament.** A study of the religious ideas contained in the Old Testament with special reference to their interpretation from Robertson Smith to the present. *Efird*

**115-116. Introduction to Biblical Hebrew.** Elements of phonology, morphology, and syntax. Exercises in reading and writing Hebrew. Exegetical treatment of the book of Jonah. (Two semesters: no credit will be given for 115 without completion of 116.) *Bailey*

**130. Dying and Death.** Critical consideration of biblical, legal, medical, and ethical perspectives. Prerequisites: OT 11, NT 18, or equivalents. *Bailey, H. Smith, and others*

**150. The Interpretation of Scripture.** A study of the methods by which modern interpreters seek to understand ancient texts, and of the problems and options involved in the move from text to sermon. Consideration of texts from both Testaments. Evaluation of the Lectionary as a means of interpretation. Prerequisite: OT 11, NT 18. *Bailey, Efird, and others*

**163. Biblical Prayer.** *Crenshaw*

**180. From Text to Sermon.** (See PR 180.) *Staff*

**207. Intermediate Biblical Hebrew I.** Historical Hebrew grammar with reading and exegesis of Old Testament prose (Pentateuch and historical books in alternate years). *Wintermute*

**208. Intermediate Biblical Hebrew II.** Historical Hebrew grammar and rapid reading of prose and poetry. *Meyers*

**209. Old Testament Theology.** Studies of the Old Testament in regard to theological themes and content. Prerequisite: OT 11 or equivalent. *Crenshaw*

**220. Rabbinic Hebrew.** An interpretive study of late Hebrew, with reading from the Mishnah. *Staff*

**223. Exegesis of the Hebrew Old Testament.** Prerequisite OT 115-116.

223A. Pentateuch. Stress on hermeneutical method. *Bailey or Crenshaw*

223B. Historical Books. *Crenshaw*

223C. Major Prophets. *Bailey*

223D. Minor Prophets. *Crenshaw*

223E. Writings. *Crenshaw*

223F. Proverbs. *Crenshaw*

223G. Genesis. *Bailey*

**237. History of the Ancient Near East.** Emphasis upon the religions, literature, and art of Mesopotamia. *Bailey*

**242. Life after Death in Semitic Thought.** Consideration of the various ideas from the early second millennium through the Intertestamental Period. Exegesis of selected Old Testament passages. Evaluation of recent research. Prerequisite: OT 11 or equivalent, knowledge of Hebrew helpful but not required. *Bailey*

**302. Studies in the Intertestamental Literature.** Selected documents of the Apocrypha and Pseudepigrapha examined exegetically and theologically in their relation to postexilic Judaism. *Staff*

**304. Aramaic.** A study of the Aramaic portions of the Old Testament and selected passages from the Elephantine and Qumran texts. *Wintermute*

**343. Readings in Ancient Near Eastern Literature.** *Staff*

**350, 351. Seminar in Old Testament.** Research and discussion on selected problems in the Old Testament and related fields. *Staff*

**353. Seminar on Text Criticism.** Emphasis upon transmission, versions, apparatus, and method. Prerequisites: NT 103-104 and OT 115-116 or equivalents. *Bailey and others*

**373-374. Elementary Akkadian.** Study of the elements of Akkadian grammar. Reading of neo-Assyrian texts shedding light on the Old Testament. Prerequisite: biblical Hebrew. (Two semesters: not credited separately.) *Bailey*

**375-376. Elementary Ugaritic.** Study of the elements of Ugaritic. Prerequisite: biblical Hebrew. (Two semesters: not credited separately.) *Staff*

## NEW TESTAMENT

**18. Introduction to New Testament Interpretation.** An introduction to the literature of the New Testament with special attention to the perspectives and methods of historical-critical investigation and interpretation. *Efird, M. Smith, or Hays*

**103-104. Hellenistic Greek.** Designed for beginners to enable them to read the Greek New Testament. (Two semesters: no credit will be given for 103 without completion of 104; however, students with at least one full year of college Greek may be permitted to enroll in 104.) *Efird*

**105. Studies in Paul.** An investigation of Paul's apostolate based upon the Acts and the Epistles with attention to Paul's theology as reflected in selected passages. *Efird*



**114. Jesus in the Gospels.** A consideration of the origins, transmissions, and literary fixation of the Jesus traditions with special attention to the message of the Kingdom, the problem of messianic self-consciousness, and the passion. *M. Smith*

**116. Exegesis of the English New Testament I.** *Staff*

116A. Luke-Acts

116B. Galatians

116C. Selected Later Epistles

116D. I and II Corinthians

116E. Matthew

**117. Exegesis of the English New Testament II.** *Staff*

117A. The Gospel and Epistles of John

117B. Romans

117C. Revelation

117D. Mark

**118. The New Testament in Greek.** Readings in the Gospels. *Staff*

**119. The New Testament in Greek.** Readings in the Epistles. *Staff*

**150. The Interpretation of Scripture.** A study of the methods by which modern interpreters seek to understand ancient texts, and of the problems and options involved in the move from text to sermon. Consideration of texts from both Testaments. Evaluation of the Lectionary as a means of interpretation. Prerequisite: OT 11, NT 18. *Bailey, Efird, and others*

**180. From Text to Sermon.** (See PR 180.) *Staff*

**2xx. Church and Ministry in the New Testament.** A consideration of the development of the concept and office of ministry in the early church as it is reflected in the New Testament. *M. Smith*

**222. John among the Gospels.**

**225. Living Issues in New Testament Theology.** Critical examination of major problems and issues in New Testament interpretation and theology. Prerequisite: NT 18 or equivalent. *M. Smith or Via*

**226. Exegesis of the Greek New Testament I.** Prerequisite: NT 103-104. *M. Smith, or Hays*

226A. Matthew

226B. Romans

226C. Mark

226D. I and II Corinthians

226E. The Gospel and Epistles of John

**227. Exegesis of the Greek New Testament II.** Prerequisite: NT 103-104. *M. Smith*

227A. Luke

227B. Galatians

227C. The Pastoral Epistles

227D. Epistles of Peter and James

227E. Acts

**257. New Testament Ethics.** An examination of several approaches to the scope and issues of New Testament ethics, including such topics as symbolic language in ethical discourse, the place of the law, conscience, community, sexuality, and property. *Via*

**309. Hermeneutics.** Consideration of the nature of understanding and of several interpretive methods including phenomenological, existential, historical, literary, and structural. Their application to New Testament texts, primarily the parables of Jesus. *Via*

**311. Pharisaic Judaism in the First Century.** A reading course in first-century Pharisaic Judaism. *Staff*

**312. Pauline Theology.** Studies in some aspects of Paulinism in the light of recent scholarship. *Staff*

**314. Judaism and Christianity in the New Testament.** A study of their interaction with special attention to Paul. *Staff*

**319. The Gospel According to St. Matthew in Recent Research.** *Staff*

**340, 341. Seminar in the New Testament.** Research and discussion on a selected problem in the biblical field. *M. Smith*

**345. The Epistle to the Hebrews in Recent Research.** *Staff*

## II. Historical Studies

### CHURCH HISTORY

**13. Early and Medieval Christianity.** A survey of the history of Christianity from its beginnings through the fifteenth century. *Steinmetz*

**14. Modern European Christianity.** A survey of the history of Christianity from the Reformation to the present. *T. Campbell and Steinmetz*

**126. The English Reformation.** The religious history of England from the accession of Henry VIII to the death of Elizabeth I. Extensive readings in the English reformers from Tyndale to Hooker. *Steinmetz*

**183. Renewal Movements in Church History.** An investigation of renewal movements as parallel phenomena throughout Christian history utilizing social scientific studies of culture change and focusing on ancient monasticism, Franciscanism, Anabaptism, and early Methodism as representative renewal movements. *T. Campbell*

**206. The Christian Mystical Tradition in the Medieval Centuries.** Reading and discussion of the writings of medieval Christian mystics (in translation). Each year will offer a special focus, such as: "Women at Prayer"; "14th Century Mystics"; "Spanish Mystics." Less well-known writers (Hadewijch, Birgitta of Sweden, Catherine of Genoa) as well as giants (Eckhart, Ruusbroec, Tauler, Suso, Teresa of Avila, Julian of Norwich, Catherine of Siena, and Bernard of Clairvaux) will be included. *Staff*

**235. The English Church in the Eighteenth Century.** Studies of Christianity in England from the Act of Toleration, 1689, to the death of John Wesley, 1791. *T. Campbell*

**247-A, B. Readings in Latin Theological Literature.** Critical translation and study of important theological texts in Latin from various periods of the history of the Church. Prerequisite: reading knowledge of Latin (introductory course offered in the classics department). *Keefe*

**250. Women in the Medieval Church.** The history of the Medieval Church told from its women figures. Attention to the life and writings of saints, heretics, abbesses, queens, mystics, recluses, virgins, bishops' wives, and reformers. Topic varies. *Keefe*

**260. Life and Times of the Wesleys.** A seminar on John and Charles Wesley and their colleagues in relation to English culture and religion in the eighteenth century. Prerequisite: permission of the instructor. *T. Campbell*

**272. The Early Medieval Church.** *Keefe*

**276. The Sacraments in the Patristic and Early Medieval Period.** A study of the celebration and interpretation of baptism or eucharist in the church orders and texts of the early church writers. *Keefe*

**339. The Radical Reformation.** Protestant movements of dissent in the sixteenth century. Special attention will be devoted to Muntzer, Carlstadt, Hubmaier, Schwenckfeld, Denck, Marpeck, Socinus, and Menno Simons. *Steinmetz*

**344. Zwingli and the Origins of Reformed Theology.** Source studies in the early Reformed tradition. *Steinmetz*

**HISTORICAL THEOLOGY**

**114. Christologies of the Early Church.** Investigation of important soteriologies and debates centering upon the person of Christ from the second through the fifth centuries. *T. Campbell*

**123. Readings in Historical Theology.** Prerequisite: CH 13-14. *Staff*

**183. Teachings of the Christian Churches.** An historical examination of Eastern Orthodox, Roman Catholic, Protestant, and evangelical doctrinal statements. *T. Campbell*

**201. Christian Thought in the Middle Ages.** A survey of the history of Christian theology from St. Augustine to the young Martin Luther. *Steinmetz*

**204. Origen.** The systematic and apologetic writings of an important Alexandrian thinker and exegete of the third century. *Staff*

**219. Augustine.** The religion of the Bishop of Hippo in the setting of late antiquity. *Clark*

**236. Luther and the Reformation in Germany.** The theology of Martin Luther in the context of competing visions of reform. *Steinmetz*

**241. Problems in Reformation Theology.** Prerequisite: permission of the instructor. *Steinmetz*

**246. Problems in Historical Theology.** Prerequisite: permission of the instructor. *Staff*

**273. Continental and British Roots of Evangelicalism.** A study of seventeenth and eighteenth century movements in Europe and Britain characterized by a stress on personal religious experience. *T. Campbell*

**308. Greek Patristic Texts.** Critical translation and study of selected Greek texts illustrative of significant aspects of patristic theology and history from the second through the fifth century A.D. *Staff*

**313. The Apostolic Fathers.** A study of the religious thought in the writings of the Apostolic Fathers. *T. Campbell*

**317. Seminar in the Greek Apologists.** A study of the apologetic writings of the Greek Fathers in relation to the challenges of their contemporary world. Special attention will be given to leading protagonists of late Graeco-Roman culture, such as Celsus, Porphyry, and Julian. *Staff*

**318. Seminar in the Greek Fathers.** A study of selected topics from the Greek Fathers. *Staff*



**334. Theology and Reform in the Later Middle Ages.** Examination of selected issues in the life and thought of the medieval church from the twelfth century through the fifteenth century. Readings in popular and academic theologians from Pierre Abelard to Gabriel Biel. *Steinmetz*

**337. Theology of St. Thomas Aquinas.** Intensive reading in the *Summa Theologica* and biblical commentaries. *Steinmetz*

**338. Calvin and the Reformed Tradition.** The theological development of John Calvin. A comprehensive examination of his mature position with constant reference to the theology of the other reformers. *Steinmetz*

**3XX. Theology of John Wesley.** *T. Campbell*

## AMERICAN CHRISTIANITY

**28. History of American Christianity.** A consideration of the nature of Christianity in America and the history of its development. *Longfield and Marsden*

**190. The Protestant Establishment and Secularization in Modern America.** Exploration of Protestant contribution to the secularization of America since 1865 and of the ways in which Protestantism itself has become secularized. *Marsden*

**203. Studies in American Methodism.** Research seminar devoted to selected topics in the Wesleyan and Methodist traditions in America. *Richey*

**267. American Puritan Thought through Edwards.** A seminar built around some of the classic studies of American Puritan thought, culminating with a more intensive look at literature by and about Jonathan Edwards. *Marsden*

**270. American Evangelicalism and Fundamentalism.** A reading seminar covering major themes in the development of transdenominational evangelicalism and fundamentalism in America from the eighteenth century to the present. *Marsden*

**293. Religious Issues in American History.** A reading seminar devoted to selected topics, problems, and issues in American religion. *Richey or Marsden*

**294. Christianity and American Society.** Consideration of civil religion, church and state, the Protestant establishment and secularization in their historical development and contemporary expressions in America. *Marsden or Richey*

**295. Religion in the American South.** A study of the interrelationships of southern religion and southern culture. *Marsden*

**342. American Religious Biography.** A study of the leading biographers of American religious figures and of the qualities of a successful biography. *Marsden*

**397. Issues in American Theology.** A critical appraisal of major tendencies. *Staff*

## HISTORY OF RELIGIONS

**131. Introduction to Judaism: Calendar as Catechism.** An integrated view of Judaism through a survey of the holy days of the Jewish calendar. The holy days are the focal points of well-integrated and constantly elaborated teachings, rituals, liturgies, and folkways—all uniquely attached to a timely (historical) moment (e.g. Passover) or to a timeless gesture (e.g. Day of Atonement). Each event is a prism through which the light of Jewish civilization is refracted to reveal its various aspects and eras. *Sager*

**135. Introduction to Midrash: The Rabbinic Art of Interpreting Scripture.** How does the single voice of Scripture contain the chorus of rabbinic interpretations? What is the nature of the dialogue between text and interpreter? What is the authority of

exegesis? These are some of the questions that we will explore through selected midrash texts. The texts themselves will represent a variety of literary forms, styles, and topics. *Sager*

**180. Introduction to Asian Religions.** Preliminary consideration of problems and methods in the study of religious traditions, followed by a survey of the historical development, beliefs, practices, and contemporary significance of the Islamic religion and the religions of India, China, and Japan. *Staff (Department of Religion)*

See other courses offered in the Department of Religion.

### III. Theological Studies

#### CHRISTIAN THEOLOGY

**32. Christian Theology.** The course aims at furthering the active appropriation of the Christian faith in the context of the contemporary church and in engagement with the world of today. It treats principally the themes of the classic creeds or the traditional topics of dogmatics. It also introduces students to the epistemological issues of revelation, faith, authority, interpretation, and social location. *Staff*

**102. Science and Biblical Theism.** Implications of scientific knowledge in relation to biblical understandings of creation, revelation, and providence. *Staff*

**105. A Theological Introduction to Roman Catholicism.** An exploration of fundamental themes of Roman Catholic history, theology, liturgy, and spirituality, with special attention to the Mass. *Berger*

**108. Major Types of Protestant Theology.** A survey of Protestant theology from the reformers to Karl Barth. (For juniors only.) *Herzog or Langford*

**110. This Life and the Age to Come.** Christian eschatology and the meaning of history in the light of God's triumph over sin, suffering, and death. *Staff*

**112. The Doctrine of the Holy Spirit.** An examination of pneumatology under systematic categories that include: creation, Old Testament, prophecy, the life and ministry of Christ, the Church, salvation, the canon, the sacraments, and eschatology. *Turner*

**118. Theological Controversies from Schleiermacher to Barth.** Examination of major figures and theological issues of nineteenth-century Protestant theology. Attention to the relation of faith and culture, the role of experience in theological reflection, religion as illusion, the Jesus of history, and the Christ of faith. *Fulkerson*

**119. Prayer and Contemplation.** *Herzog*

**120. Reformed Theologies.** This course is designed to acquaint the student with the theological ethos of the Reformed tradition, in both its early Continental and its contemporary expressions. *Fulkerson*

**124. Issues in the Wesleyan Theological Tradition.** A study of selected historical and constructive themes. Specification of topics will be made at each time of offering. *Langford*

**133. The Task of the Theologian.** An introduction to the nature and task of theology as part of the life of the Church. *Berger*

**134. Theology of Pentecostalism.** An exploration of this tradition with examination of its distinctive emphases and interpretations of Christian faith. *Turner*

**139. Women, Theology, and the Church.** An introductory course about gender and the church that considers issues of authority in the mainline churches and theological traditions, surveys the range of feminist theologies from biblical and evangelical to radical, and allows the student to work on practical issues of gender and ministry. *Fulkerson*

**149. Images of the Church.** Selected theologies of the nature of the Church from the reformation to present. *Fulkerson*

**200. The Person and Work of Christ.** The problem of knowledge of Christ and formulation of a doctrine of His work and person in the light of biblical eschatology. *Staff*

**210. Contemporary British Theology.** Selected problems in representative British theological writings after 1900. *Langford*

**211. Authority in Theology.** The idea and function of authority in theology. *Langford or Fulkerson*

**214. Feminist Theology.** Examination of feminist theologians and religionists, their critical perspective on the Christian tradition and constructive proposals out of the resources of "female experience." *Fulkerson*

**215. The Nature and Mission of the Church.** Christian understanding of the Church—biblical, historical, contemporary—with a view toward ecumenical doctrinal construction. *Herzog*

**216. Kierkegaard Studies.** Critical examination of selected works. *Staff*

**217. Church and Sacraments.** The basic teachings on Church and sacraments, biblical, historical, contemporary. *Herzog*

**220. Theological Explorations.** A seminar on contemporary theological issues, content to be designated by the theological division. *Staff*

**222. Contemporary Pneumatologies.** An exploration of the doctrine of the Holy Spirit in relation to modern trends in theology, with special emphasis on those cases where there is an accompanying social movement. *Turner*

**225. The Christian Understanding of Human Nature and Destiny.** Representative historical and recent theological interpretations of human nature, predicament, deliverance, and possibility. *Staff*

**229. Tragedy and Christian Faith.** An analytical and constructive philosophical interpretation of the fundamental tragic dimension of human life in the light of a Christian theological understanding. *Staff*

**249. The Lord's Prayer.** By studying historic and contemporary expositions of the Lord's Prayer, the course provides an introduction not only to the doctrines of God, humanity, prayer, and the kingdom, but also to the variety of the Christian spiritual tradition in time and space. *Wainwright*

**253. Feminist Theory in Christianity.** This course examines nineteenth and twentieth century feminist theories and their implications for Christian doctrine and biblical interpretation. *Fulkerson/Clark*

**256. John Wesley in Controversial and Ecumenical Theology.** A study of John Wesley and his theology, both in his engagements with other confessional traditions and in his views on such matters as church, ministry, sacraments, and authority. Consideration will also be given to these topics in relation to contemporary theology, especially "Faith and Order." *Wainwright*



**259. Icon Theology.** A study of theological controversies surrounding the use of images in Christian worship, followed by an attempt to perceive the symbolic conventions and doctrinal content of some Eastern, Western, and contemporary icons. *Wainwright*

**272. Theology of Paul Tillich.** An examination of Tillich's philosophical theology. *Staff*

**279. Understandings of the Resurrection in Contemporary Theology.** A study of recent literature on the resurrection of Jesus Christ from the angles of exegesis, historical criticism, hermeneutics, and systematic significance. *Wainwright*

**298. Christians in Religious Dialogue.** *Wainwright*

**299. Theology and Contemporary Secular Understandings of Human Nature.** Critical theological examination of selected current interpretations of human nature and the human situation. *Langford*

**300. Systematic Theology.** Method and structure of systematic theology, the doctrine of God, theological anthropology, and Christology. Prerequisite: CT 32 or equivalent. *Herzog or Langford*

**303. Philosophical Method in Religious Studies.** European hermeneutic (Gadamer) and American process philosophy (Whitehead and Hartshorne) as applied to Christian theology. *Herzog*

**320. Theology, Power, and Justice.** Critical examination of a major theme of modern thought in Schleiermacher, Hegel, Marx, and Tillich. *Herzog*

**322. Nineteenth-Century European Theology.** Protestant theology from Kant to Herrmann. *Herzog*

**325. Philosophical Theology I.** Selected readings from Plato and Aristotle that helped to shape philosophical theology from Origen through Augustine and Aquinas. *Herzog*

**326. Philosophical Theology II.** Main problems of philosophical theology in the modern period. *Staff*

**328. Twentieth-Century European Theology.** Critical examination of the thought of selected Protestant theologians from 1900 to 1950. Prerequisite: CT 32. *Herzog*

**329. Readings in Theology and Language.** Sample treatments of religious language in linguistic analysis, hermeneutical theory, literary criticism, liturgical practice, and fundamental theology. *Wainwright*

**330. Contemporary Christologies.** A seminar dealing with contemporary Roman Catholic and Protestant Christology. Readings and discussion will focus on theological proposals from major contemporary figures. *Wainwright*

**331. Eschatology.** A study of issues in individual, communal, and universal eschatology against the background of twentieth-century scholarly work in the kingdom of God. *Wainwright*

**332. System in Theology.** An examination of the various factors that go into the shaping of a systematic theology, followed by a study of several recent and contemporary examples of the genre. *Wainwright*

**333. Systematic Theology: The Doctrine of the Trinity.** Biblical bases, patristic developments, contemporary statements and connections. *Wainwright*

**352. Seminar in Christian Theology.** Research and discussion of a selected problem in the systematic field. *Staff*

## **CHRISTIAN ETHICS**

**33. Christian Ethics.** The course tackles theological and conceptual issues to do with the ways in which Christian moral discourse is generated in the life of the Church, in order that students may gain a sense of basic methodological alternatives in Christian traditions. It introduces students to such matters as the Church's relationship to the world, casuistry of various kinds, character formation, a moral psychology necessary for the development of Christian virtue, the place and function of scripture, and how Christians understand social responsibility. *Staff*

**107. The Biblical Bases of Christian Ethics.** Examination of major themes and moral teachings, principally in the Decalogue, the Gospels, and the Epistles, with application to some contemporary issues. Prerequisite: OT 11, NT 18, or equivalent. *H. Smith*

**112. Technology and Christian Ethics.** The impact of the technological revolution upon American culture, and a normative Christian response. *Staff*

**113. Contemporary Issues in Christian Morals.** Constructive examination of selected areas of public and private morality. *Staff*

**130. Dying and Death.** Critical consideration of biblical, legal, medical, and ethical perspectives. Prerequisites: OT 11, NT 18, or equivalents. *Bailey, H. Smith, and others*

**136. Perspectives on Food and Hunger.** An interdisciplinary symposium on national and world hunger and malnutrition, including (whenever possible) student involvement in local hunger-related agencies. *Staff*

**194. The Protestant Church and American Culture.** Analysis from the perspective of Christian ethics of current problems in the interpretation of church and culture with explicit reference to the parish setting. *H. Smith*

**205. War in the Christian Tradition.** An analysis of how Christians have understood and evaluated war. Particular attention to the question of whether war should not be regarded as a positive moral good. Works by Augustine, Aquinas, Bainton, Ramsey, Childress, Niebuhr, and Johnson will be considered. *Hauerwas*

**213. Christian Ethics in America.** *Hauerwas*

**215. Seminar in Theological Ethics.** Seminar that concentrates on readings in Aristotle, Aquinas, Kant, and Barth. *Hauerwas*

**220. Ethical Explorations.** A seminar on contemporary ethical issues, the specific content in any given semester to be designated by the Theological Division. *Staff*

**228. Theological Dimensions of the Law.** A legal system inevitably overlaps with systems of belief and value, usually but not always termed religious, which claim to provide an ultimate valid construction of reality and a finally determinative set of values. This course will examine Western religious and theological reflections on the nature and legitimacy of law and politics and on the appropriate relationships between law and religion. *Staff*

**230. Moral and Value Education.** A critical, theological investigation of Durkheim, Dewey, Simon, Kohlberg, Bull, Rokeach, and implications for education in church and society. Prerequisites: CHE 33 and CED 105. *H. Smith and Westerhoff*

**242. Human Sexuality.** Examination of biological, biblical, cultural, and other aspects of human sexuality, together with analytical and constructive interpretation. Permission of instructor required. *H. Smith*





**244. Interdisciplinary Seminar in Medical-Legal-Ethical Issues.** A seminar composed of students and faculty from the Medical, Law, and Divinity Schools for critical consideration of selected pertinent issues of mutual professional interest. Prerequisite: permission of instructor. *H. Smith and others*

**245. Ethics in World Religions.** Moral foundations, assumptions, and applications in such historic faiths as Hinduism, Buddhism, Confucianism, and Islam, in the light of Christian ethical perspectives. *Staff*

**262. Marxist Ideology and Christian Faith.** Comparative examination of Communist and Christian doctrines such as man, society, sin, history, and eschatology, together with an introduction to the contemporary dialogue. *Staff*

**266. Ethics and Health Care.** Critical examination of philosophical and theological bases of medical practice, and analysis of selected aspects of biomedical technologies, with particular attention to informing ethical assumptions. *H. Smith*

**268. Revelation and Authority in the Church.** A critical and constructive examination of contemporary concepts, exploring such questions as: "Is the Church's memory autonomous or constituted and directed by what it remembers? How does ecclesiology shape epistemology, and vice-versa? Does the word of the Church also become the mission of the Church? Is the word of God constitutive of human community?" *H. Smith*

**290. Current Problems in Christian Social Ethics.** A critical study of secularization, the technological revolution, and the ecological crisis. *Staff*

**291. Historical Forms of Protestant Ethics.** A survey of major types of Protestant ethical theory from Luther through contemporary figures. *Staff*

**292. Happiness, the Life of Virtue, and Friendship.** An investigation of the interrelation of these themes in selected authors. An examination of whether the loss of the interrelation of these themes accounts for some of the problems of modern philosophical and theological ethics. *Hauerwas*

**383. Moral Theology in the Twentieth Century.** Critical and comparative examination of ethical theory as exhibited in the work of selected contemporary theologians. *H. Smith*

**387. Ethical Method.** Selected methodological issues in contemporary theological ethics. *H. Smith*

**389. Christian Ethics and Contemporary Culture.** A study of the interaction between Christian thought and current secular social theory. *Staff*

## **BLACK CHURCH STUDIES**

**100. Introduction to Black Theology.** An examination of the historical roots of black theology with special attention to the treatments of traditional themes and problems in theology by black theologians and their rationale for the black theological enterprise. *Turner or Jennings*

**124. The Black Church in America.** A consideration of the historical and theological development of the separate black Christian denominations in America, with attention to the major leaders, black worship, and black preaching. *Turner or Jennings*

**126. Black Religion and Social Conflicts in America.** An examination of reactions of black religious groups to the limits placed upon black people in American life, efforts made to break down racial barriers in society, and attempts to institutionalize black responses to such barriers. *Turner*

**128. The Life and Thought of Martin Luther King, Jr.** An examination of the life of Martin Luther King, Jr., as a minister and leader of the civil rights movement. *Staff*

**144. Selected Topics in Black Church History.** An exploration of pivotal events, key issues, and persons in the development of the black church in America. Prerequisite: BCS 124 or permission of the instructor. *Staff*

## **WORLD CHRISTIANITY AND ECUMENICS**

**124. The Christian World Mission.** A study of theological foundations, guiding principles, and contemporary problems of the world Christian community. *Staff*

**129. Ecumenical Visions of the Church in the Twentieth Century.** A study of some of the major theologies of the Church in our century, as they emerged, together with the growth of the ecumenical movement. The course will focus on how specific eclesiologies treat the question of the unity of the Church(es) in the light of ecumenical hopes, proposals for unity, and practical endeavors. *Berger*

**133. The Expansion of Christianity.** A survey of the spread of Christianity and the growth of the worldwide Church with special emphasis on nineteenth- and twentieth-century Protestantism in the non-Western world. *Staff*

**135. Contemporary Issues in the World Church.** Analysis of political, social, cultural, and religious conditions in a selected area of the world, and of theological-ethical insights and perspectives within the indigenous Christian community. *Staff*

**156. The Ecumenical Movement.** Its contemporary development, structures, activities, and problems, against the background of Church unity and disunity. *Staff*

**224. Baptism, Eucharist, Ministry: Themes for an Ecumenical Theology.** An introduction to the history and current reception of the document, "Baptism, Eucharist, and Ministry," of the World Council of Churches as it came out of a Faith and Order meeting in Lima (Peru) in 1982. *Berger*

**263. Third World Theology.** The course is designed to give students a broad introduction to the life of the Church in Latin America. It will focus on three areas: the historical development, the current theological reflection (concentrating on liberation theology), and the life and witness of the Church today. *Berger*

**386. Christianity in Dialogue with Other Faiths.** Contemporary currents of Christian thought as they relate to resurgent non-Christian religions and involve new formulations of a theology of mission. *Staff*

## **IV. Ministerial Studies**

### **THE CHURCH'S MINISTRY**

**10.** A general and integrated introduction to critical reflection on the history, theology, and practice of ordained ministry in Christian communities. Required of entering M.Div. students. *Staff*

**100.** A sequel course, accenting the practice of ministry, to be taken after a M.Div. student has completed fifteen courses. *Staff*

### **THE CARE OF THE PARISH**

**50. Church and Community.** The structure and dynamic factors shaping the present-day community together with their import for the work of the Church. *Staff*

**128. Ministerial Leadership and Participative Skills.** A study of the pastor's role as participant-facilitator with attention to organizational theory and facilitative skills employing the group workshop method of learning. *Staff*

**129. The Pastor as Consultant to Church Organizations.** A consideration of the pastor's role as organizational consultant with special emphasis on data gathering, diagnosis, and intervention using experiential learning designs. *Staff*

**130. Planning and Directing the Church's Program.** Principles of planning, organizing, staffing, directing, and evaluating the program of the local church. *Staff*

**142. Women and Ministry.** Theological and practical issues related to women and ministry. *Staff*

**147. The Pastoral Responsibility for Administration.** A consideration of the major responsibilities of the pastor in the administration of the local church. *Staff*

**148. Christian Stewardship and Church Finance.** A seminar to consider the principles of stewardship, education, budget-making, enlistment in church support, and church financial management in theological perspective. *Staff*

**151. The Town and Country Church.** The small church, the circuit church, circuit administration, larger parish and group ministry, and the town and country movement. *Staff*

**152. Evangelism As a Pastoral Concern.** A study of the nature, purposes, and methods of contemporary Christian evangelism with special attention to the local church. *Staff*

**154. The Urban Church.** The function, nature, program, and administration of the effective city church and of the urban minister's distinctive task. *Staff*

**155. Church Polity.**

155B. The Baptist Churches

155C. The United Church of Christ

155D. The Presbyterian Churches

155E. The Christian Church (Disciples of Christ)

155F. The Episcopal Church

**157. The Church and Social Change.** A sociological study of the relationship of the Church to the process of social change, including the role of the Church as innovator, the Church as participant in social movements, method(s) of accomplishing change, and the religious leader as an agent of social change. *Staff*

**158. Contemporary Religious Sects.** The nature, ideology, development, clientele, and role of contemporary religious sects; the process by which such sects develop into established organizations; and their relationship to the mainline churches. *Staff*

**159. Early Methodism: History, Theology, and Polity.** A study of the character and development of Methodism, beginning with John Wesley and tracing important features of this tradition through the nineteenth century. *D. Campbell and Felton*

**160. Twentieth-Century Methodism: History, Theology, and Polity.** The development of the United Methodist Church, focusing on theological diversity and patterns of organizational life, with major concentration on the polity of this church as provided by the current Discipline. *D. Campbell, Felton, and W. Smith*

**189. The Multiple Staff Ministry.** Group work, leadership, and organizational theories as applied to staff ministries in large church and cooperative parish settings. *Staff*



**200. Church Research.** Methods of research and survey for the gathering, analysis, and interpretation of church and community data, together with preparation and use of denominational statistics. *Staff*

**220. Seminar in Contemporary Ministries.** A seminar in patterns and issues of contemporary ministries, content to be designated by the Ministerial Division. *Staff*

## **CHRISTIAN EDUCATION**

**25. Education as a Pastoral Ministry.** An introduction to Christian formation, education, and instruction within the life of a worshipping community. *Westerhoff*

**102. Christian Education and the Small Membership Church.** An overview of the educational ministry of churches with small memberships, including goal-setting, program-format, leadership development, selection of curriculum resources, organization-design, and evaluation methodology. *Staff*

**109. Ministries with Youth.** Study of adolescence with special attention to strategies, models, and resources for working with junior and senior high school youth. *Staff*

**110. Educational Ministries with Adults and Families.** An introductory course to the educational ministry of the Church with adults and families. Guidance and resources toward the development of comprehensive programing. Attention will be given to adult ages, stages, and family life cycles. *Staff*

**112. Educational Ministries with Children and Youth.** An introductory course to the educational ministry of the Church with children and youth. It will consider foundations, religious development theories, goal-setting, teaching-learning, curricula, and leadership education. *Staff*

**132. Curriculum and the Church School.** An introduction to the administration and leadership of the church school, with special attention to curriculum, curriculum resources, and teachers training. *Staff*

**153. Education and Social Issues.** An exploration of contemporary social issues and their relationship to education and to the Church. *Staff*

**175. Liturgy and Education.** Preparing persons for baptism, renewal, confirmation, eucharist, marriage, and death; and training lay persons for the liturgical, pastoral, and social ministries. *Westerhoff*

**185. The Arts and the Church.** An exploration of the intuitive way of knowing and the place of the imagination in Christian faith and life with special attention to the use of the arts in the church, especially in Christian education, and in worship. *Westerhoff*

**190. The Church's Teaching Office.** An applied course in models, strategies, and methods of teaching adults with a focus on scripture so as to equip ministers for their teaching office. The course is designed primarily to prepare students to communicate to their congregations the essential truths of the Bible and the Christian faith. *Felton*

**220. Colloquium in Religious Education.** *Staff*

**221. Christian Formation.** An exploration of theological and anthropological insights into the social processes by which Christian faith, character, and consciousness are nurtured. *Westerhoff*

**250. MRE Senior Symposium.** This course will deal with the theory and practice of educational leadership in the Church and will include the following: Field Education seminar, professional competence evaluation, and comprehensive examination. *Felton*

**254. Religion in American Literature.** A study of selected works of American literature with significant theological motifs. Emphasis will be upon the utilization of literary materials to enhance preaching and teaching in the church. *Felton*

**255. History and Christian Nurture.** Critical examination of selected historical issues in Christian nurture. *Felton*

**269. Theology and Christian Nurture.** Critical examination of selected theological issues in Christian nurture. *Westerhoff*

## **PASTORAL PSYCHOLOGY**

**64. Pastoral Counseling in a Parish Setting.** The local church as the setting for pastoral counseling. Lectures, group supervision, and student verbatim materials will be utilized. Prerequisite: currently placed in a field setting or permission of instructor. *Mickey*

**75. The Minister in Crisis Situations.** Focus on the dynamics of providing pastoral care to persons in crisis. Crisis theory and methods of intervention will be explored. Emphasis will be placed on specific critical human situations and pastoral response. *Stanley*

**77. Pastoral Care in the General Hospital Setting.** An examination, through intensive individual and group supervision, of the student's pastoral ministry to the ill, the dying, and the bereaved in the general hospital setting. (Highly advised for those not planning to take PP 181 or 182.) *Staff*

**171. Pastoral Counseling.** Consideration of the structures and processes of pastoral counseling; pastoral evaluation, referral, intake contract, goals, transference, termination, and other special problems. Prerequisite: permission of instructor. *Staff*

**172. Premarital Counseling.** Pastoral care in marriage and family life with special emphasis on premarital guidance within the context of the local church's program of family life education. *Staff*

**173. Psychotherapy and Sanctification.** An analysis of structuring and growth processes in psychotherapy in the light of a Christian understanding of sanctification. *Mickey*

**174. Theology and Personality Processes.** Theological and psychological understandings of basic human experiences; explorations of the dynamics and values of religious practices, developmental concerns, self awareness. *Mickey*

**175. Special Practicum Projects.** For advanced students who want additional clinical experience under supervision in a pastoral care setting (inner-city; alcoholic rehabilitation; counseling; etc.). *Staff*

### **176. Pastoral Care and Persons in Institutions.**

**176B.** Lectures by staff and ward visits at the Murdoch Center for the Mentally Retarded and the facilities in the Butner, North Carolina, complex (state hospital, alcoholic rehabilitation, training school). *Staff*

**176C.** Lectures by staff and ward visits at the Central Prison in Raleigh and related correctional facilities. *Staff*

**176D.** The Church's ministry to the elderly and home bound explored through lectures, case conferences, and visits to the elderly and homebound parishioners of local Durham churches. *Staff*

**178. Power and Restraint in the Parish.** Exploring the nature of power and leadership in developing skills for local church ministry, utilizing theological, psychological, sociological insights. Verbatim materials. *Mickey*

**179. Alcoholism: A Disease of the Body, Mind, and Spirit.** Exploration of the Church's ministry with alcoholics and their families. Special emphasis upon the disease concept, Alcoholics Anonymous, impact upon families, the role of intervention and referral, and strategies for church involvement and action. Attention to women's issues and minority perspectives. *Staff*

**180. Pastoral Care and Women.** Lecture-discussions by staff and visiting professionals to aid in developing skill in the pastoral care of women. Issues addressed: moral development, sexual dynamics, dual career families, child and spouse abuse, women in leadership positions. *Mickey*

**181-A, B. Basic Clinical Pastoral Education, Extended.** Semester long units of CPE in the fall semester and spring semesters. The program is accredited by ACPE and is conducted at Duke Hospital. The maximum credit is two course credits. Two courses offer the option of parish or hospital settings for pastoral work. Resources from both settings are utilized in classes. Special emphasis on group process and ministry skills. Openness to self and others is expected. *Travis/staff*

**182-A,B,C. Basic Clinical Pastoral Education.** Units of Basic CPE offered in the summer, fall, and spring in programs accredited by ACPE. (Two course units each, maximum credit.) *Staff*

**200. Theology and Spirituality of Aging.** An introduction to aging and a theology and spirituality of aging. A brief overview of the demographics and the social/psychological/physical aspects of aging will be given. The primary focus will be on the theological and spiritual dimensions of aging, studying biblical references to aging and the theological and spiritual growth that occurs throughout the lifespan. In addition, some time will be spent studying counseling strategies for coping with loss, bereavement, and grief; the older adult's role within the church; and the church's responsibility toward the older adult. *Suggs*

**271. Marriage and Family.** The psychodynamics of marital conflict and family problems; principles and procedures in marriage and family counseling. (For seniors and Th.M. candidates.) *Mickey*

**273. Seminar in Pastoral Theology: Theological Dimensions of Pastoral Counseling.** Research and discussion of issues of developmental psychology and spiritual growth. *Mickey*

**275. Individual Study in Pastoral Psychology.** Selected readings in major issues in pastoral psychology issuing in a research or honors paper. *Staff*

**278. Psychological Theories of Personality.** A systematic presentation of leading personality theories, with reference to developmental processes (motivation, cognition, learning, etc.), and their implications for Christian ministry. *Mickey*

**281-A,B,C. Advanced Clinical Pastoral Education in Pastoral Care and Counseling.** Pastoral care with inpatients and pastoral counseling of individuals, couples, families, and groups in a pastoral counseling center. (Two course units each.) Th.M. students may pursue advanced standing in the hospital-based CPE program through the established policy and procedures for that status. The conditions for advanced CPE resemble those of the basic—30 hrs/wk.; prerequisite: interview; limit 6; pass/fail option. *Staff*



## PREACHING

**30. Theology and Practice of Preaching.** The development of a theology of preaching and methods of sermon construction, including preaching in class, critique, private conference, and local church evaluation. Prerequisite: OT 11 or NT 18 or permission of instructor. *Lischer and Noren*

**161. Preaching and the Church Year.** Preaching the lectionary texts in the context of the Church's worship and calendar. The appropriate cycle of the lectionary will be followed. In-class preaching and evaluation. Prerequisite: PR 30. *Lischer and Noren*

**162. The Rhetoric of Preaching.** Preaching and the art of language. A survey of rhetorical theories, forms, and techniques in service to the Gospel. In-class exercises, preaching and evaluation. Prerequisite: PR 30. *Lischer*

**164. Proclaiming the Parables.** Approaches to the interpretation and proclamation of the parables of Jesus. Readings in nonbiblical narrative and parable. In-class storytelling and preaching. Prerequisite PR 30. *Lischer*

**165. Preaching as Public Address.** A workshop on preaching and worship leadership organized around the principles of speech and effective communication. Extensive use of audio-visual recordings and private conferences. Prerequisite: 30. *Staff*

**180. From Text to Sermon.** Preaching from Biblical sources. Emphases upon the goal and methodology of exegesis, the hermeneutic problem, and verbal communication in the present. Prerequisite: PR 30. *Staff*

**182. Preaching Practicum.** An advanced laboratory course for extra competence in the preparation, delivery, and evaluation of sermons. Prerequisite: PR 30. *Lischer and Noren*

**183. Preaching in the Black Community.** A study of the style and content of black preaching with attention to the unique roles of black preachers in society. An analysis of the essential characteristic of preaching in the black church. Prerequisite: PR 30. *Turner*

**184. Preaching in the Wesleyan Theological Tradition.** A study of selected major themes in Wesleyan theology and their interpretation in contemporary preaching. Prerequisite: PR 30. *Noren*

**186. Twentieth-Century Preaching.** A study of contemporary preaching based on printed, recorded, audio- and video-taped sermons of leading homiletics of our age. Prerequisite: PR 30. *Noren*

**189. Preaching in Context.** Prerequisite: PR 30. *Turner*

**196. Preaching in the Parish.** A consideration of preaching in relationship to pastoral duties and the total task of ministry with attention to week-by-week preaching in the parish setting. Some attention will be given to funerals and crisis situations. Prerequisite: PR 30. *Staff*

**280. History of Preaching.** A study of theological trends and significant personalities in homiletics in various periods from the Apostolic Age to the present. Prerequisite: PR 30. *Noren*

**281. Advanced Sermon Analysis Seminar.** A critical study, on the basis of selected sermons and student presentations, of principal and practical problems facing the contemporary preacher. Prerequisite: PR 30. *Lischer or Noren*

**282. Women and the Word.** An examination of theological, social, historical, and communication issues pertaining to women and preaching. Sermons, video-tapes and

other resources will be used in analyzing the styles and content of preaching by women representing various traditions and historical periods. Prerequisite: PR 30. *Noren*

**283. Theories of Preaching.** Significant theories of preaching from Augustine to the present. Seminar presentations and in-class preaching and valuation. Prerequisite: PR 30 or permission of instructor. *Lischer*

## **WORSHIP AND CHURCH MUSIC**

The two noncredit offerings, "Choir" and "Music Skills," can be taken without charge by persons registered for three or four courses (i.e., full-time students). Persons going part-time will need to pay the audit fee.

**2. Music Skills for the Parish.** A noncredit course for nonmusicians designed to develop fundamental skills for reading musical notation and rhythmic patterns. Sight singing and single note keyboard playing will be encouraged. *Tucker*

**3A. Choir.** A noncredit course for those participating in choir and desiring that involvement to show on the transcript. *Wynkoop*

**78. Introduction to Christian Worship.** An introduction to the history, theology, and practice of Christian worship from an ecumenical perspective. Surveys major aspects of worship, including: the Lord's Day, the Christian calendar, Word and sacraments, daily and occasional services, liturgical music, and liturgical space and arts. Lecture, small group discussion, and practicum. Prerequisite: CH 13 or CH 14. *Tucker*

**141. The Church Year.** An examination of the historical, theological, and pastoral dimensions of the Christian calendar and lectionary. Prerequisite: CW 78. *Tucker*

**153. The Leadership of Worship.** An advanced practicum for developing worship leadership skills appropriate for pastoral ministry. Prerequisite: CW 78. *Tucker*

**162. Hymnody.** A survey of hymns, various hymn types and styles, and issues in hymnody designed for persons in or preparing for Christian ministry. Includes an introduction to the fundamentals of hymnology. *Staff*

**167. Baptism and the Lord's Supper.** A study of these sacraments with attention given to major representative traditions and to current liturgical formulations and practice. Prerequisite: CW 78. *Tucker*

**180. Church Music.** A two-fold study including: (1) a survey of the great monuments of church music; (2) musicianship, song-leading, and basic conducting with an emphasis upon the selection and use of hymns and other music from the Methodist Hymnal in public worship. *Staff*

**203. Directed Reading in Church Music.** An advanced course offering students the opportunity to explore an area of church music of special interest, culminating in a major paper and/or public presentation. Includes compilation of bibliography for the study of church music. Enrollment limit: ten. Prerequisite: consent of instructor. *Staff*

**208. Hymns of Charles Wesley.** *Berger*

**220. Selected Topics.** *Staff*

**223. Baptism, Confirmation, and Renewal.** Biblical, historical, and theological perspectives on the sacrament of Christian initiation. Issues related to the catechumenate, baptism, confirmation, and rites of renewal will be examined. Prerequisite: CW 78. *Tucker*

**250. Advanced Seminar in Liturgical Studies.** Reading and research in a selected area of liturgical study to be announced. *Staff*

**251. Studies in Spirituality.** A consideration of different dimensions of the spiritual life. *Staff*

**268. Worship in the Wesleyan Tradition.** A study of the historical, theological, liturgical, and sociological influences that have shaped the worship patterns of the major American denominations claiming a Wesleyan heritage. Historical and contemporary liturgies will be examined, and concerns related to leadership of contemporary liturgies will be discussed. Prerequisite: CW 78, CP 159-60. *Tucker*

## SPIRITUALITY

**22. The Spiritual Life.** An introduction to spirituality, spiritual formation, and the development of a personal spiritual discipline. *Westerhoff*

**233. Pastoral Spirituality.** An introduction to spiritual direction, the spirituality of healing and reconciliation, and spiritual formation. Prerequisites: CED 232 and permission of the instructor. *Westerhoff*

**251. Studies in Spirituality.** *Staff*

See the respective division listings for the following course descriptions.

**OT 163. Biblical Prayer.** *Crenshaw*

**CH 125. The Evangelical Heritage.** *T. Campbell*

**CT 112. The Doctrine of the Holy Spirit.** *Turner*

**CT 119. Prayer and Contemplation.** *Herzog*

**CT 249. The Lord's Prayer.** *Wainwright*

## V. Clinical Training and Internships

### CLINICAL TRAINING IN PASTORAL PSYCHOLOGY

Students may earn up to two course credits for a quarter or unit of clinical pastoral education in programs accredited by the Association for Clinical Pastoral Education (ACPE).

Students involved in clinical training under the direct supervision of members of the pastoral psychology staff during the academic year should register for credit under PP 182 for two course units, unless a course credit has already been received for PP 77, in which case only one rather than two credits will be granted for the CPE quarter. Students should apply for such training through the director of clinical pastoral education.

Students involved in clinical training in summer CPE quarters should register with ACPE and the associate dean for academic programs as soon as accepted for training by a chaplain supervisor. Upon the receipt of a supervisor's report at the end of the training period, the student will receive two course units of transfer credit.

### INTERNSHIPS

In consultation with the associate dean for field education and the associate dean for academic programs, an individually designed internship may be developed in a particular ministerial vocational area of interest. Under certain circumstances it may be possible to earn one unit of field education and two course credits through such internships. Such programs must be formulated and recorded in advance in the offices of both field education and curricular affairs.

**125-126. Special Ministry Internship.** When a student needs to develop professional competencies in a highly specialized form of ministry, the associate dean for field



education will assist in designing an appropriate learning contract and in negotiating for a suitable placement setting, provided the arrangements meet the basic criteria approved by the Field Education Committee.

**131-132. Ministry through Social Agency Internship.** A twelve-month placement in a regular personnel position in a social service agency that meets the agency's job description and develops a personal mode and style of ministry in a secular setting through understanding, appreciation, involvement in and critical theological reflection upon—environment, structures, values, and decision-making processes as conveyed by the conduct of the agency.

**137-138. Parish Ministry Internship.** A twelve-month placement, individually designed to engage the student in specified learnings in a wide variety of ministry functions in a local parish, under qualified supervision and using the guidelines of a learning contract.

**143-144. Campus Ministry Internship.** A nine- to twelve-month placement in approved locations designed to provide special learnings in delivering a ministry to college students under qualified guidance and utilizing a learning contract that specifies seminars, a personal journal, directed reading, and consultations to develop competency in these functions.

**175-176. Clinical Pastoral Education Internship.** A twelve-month placement in a clinical program accredited by the Association for Clinical Pastoral Education (ACPE).

**197-198. Mission Internship.** A special internship to prepare for service in church missions may be arranged by enlisting in the national or overseas program of the United Methodist Board of Global Ministries for one to three years. As a requirement for agency planning, applications should be initiated in the fall of the middler year. Other denominational and/or work-study experiences abroad may be given field education credit by special arrangement with the associate dean for field education.

## Program in Religion Graduate Courses

The following courses are offered periodically in the Graduate Program in Religion by the Department of Religion faculty and may be taken by Divinity students with permission of the instructor.

- 217. Islam in India
- 219. Augustine
- 221. Reading in Hebrew Biblical Commentaries
- 230. The Meaning of Religious Language
- 231. Seminar in Christianity and Contemporary Thought
- 233. Modern Narrative and Religious Language
- 243. The Archaeology of Palestine in Biblical Times
- 244. The Archaeology of Palestine in Hellenistic-Roman Times
- 248. The Theology of Karl Barth
- 252. Nineteenth- and Twentieth-Century Roman Catholic Theology
- 254. Introduction to African Religions
- 255. Seminar in African Religions
- 258. Coptic
- 264. The Sociology of the Black Church
- 265. The Religions of the West Africa Diaspora
- 280. The History of Religions
- 281. Phenomenology and Religion
- 284. The Religion and History of Islam
- 301. Seminar in Contemporary Christian Ethics
- 302. Studies in Intertestamental Literature

- 304. Aramaic
- 304A. Targumic Aramaic
- 306. Language and Literature of the Dead Sea Scrolls
- 310. Readings in Judaica
- 323. A-B. Comparative Semitic I-II
- 324. Readings in the History of Religion
- 360. Special Problems in Religion and Culture
- 370. Seminar in Religion and Literature
- 380. Existentialist Thought



# Appendix

## GUIDELINES FOR INCLUSIVE LANGUAGE

### Duke Divinity School

The decadence of our language is probably curable. Those who deny this would argue, if they produced an argument at all, that language merely reflects existing social conditions, and that we cannot influence its development by any direct tinkering with words and constructions. So far as the general tone or spirit of language goes, this may be true, but it is not true in detail. Silly words and expressions have often disappeared, not through any evolutionary process but owing to the conscious action of a minority.

George Orwell  
*Politics of the English Language*

The necessity for change is the parent of tradition. If we want a change in our language to come, we must first facilitate that change through concerted action. Our language is determined both by who we are as individuals and communities, and who we want to become.

The affirmation of the integrity of people with various opinions and interpretations on the issue of language is assumed. It is recognized, however, that exclusive language can work unwitting and unintended harm by distorting reality and excluding members from our community. Therefore, all members of this Duke Divinity School community (students, faculty, administrators, and staff) are invited to join together in using language that most adequately reflects the unity of the people of God and the reality of God.

### LANGUAGE ABOUT PERSONS

#### I. Generic Usage

Although "man" originally carried the meaning of both "human beings" and "adult males," such can no longer be assumed. Even though technically "man" is inclusive, its actual use is often exclusive.

- A. Use precise language. When in the past you would have been inclined to use the generic term "man," find creative ways to use such words as "humankind," "humans," "persons," "everyone," "men and women," "children of God," etc.
- B. Use words that do not include "man" when referring to occupations and positions that can include both males and females. Alternative descriptions can often be found that are not awkward compounds:

<i>(instead of)</i>	<i>(try)</i>
Clergyperson	Clergy
Congressperson	Representative
Policeman	Police Officer
Fireman	Fire Fighter
Chairperson	Chair, Moderator, Presiding Officer, Convenor

#### II. Pronoun Usage

Pronoun usage that avoids gender specific categories is an effective way to include all members of society or a given community in general references. Although English grammars generally maintain that the nonspecific individual be referred to as "he," such a reference is not inclusive. One should attempt to make all pronoun references inclusive.

- A. When speaking in general terms or when referring to both women and men, use pronouns so as to make explicit that both men and women are included. This may be accomplished by using such methods as "he and she," "hers and his," or combinations such as "he/she," "s/he," and "his/hers."
- B. Other approaches to the pronoun issue include:



1. Use writing that reduces unnecessary or excessive gender specific pronouns: "The average American drives his car to work" can become "The average American drives to work."
2. Rephrase statements into the plural: "Most Americans drive their cars to work."
3. When speaking in generic terms or when including women and men in the same group, some guides suggest alternating female and male pronouns: "A person should take good care of her car. He should check the oil level daily. She should also make sure that the tires are properly inflated."
4. The indefinite use of the second person plural pronoun, "you," to refer to people in general is a widespread conversational device. You must realize, however, that the use of the second person in writing creates an intimate relationship between the writer and the reader. For this reason, when you use the second person, be sure that the person or persons to whom the argument is directed is clearly identified.
5. Masculine pronouns can be replaced by the impersonal pronoun "one," and this is still preferred in formal usage. However, one should use this form sparingly.

### III. Forms of Address

Traditionally there has been little need for particular ways to refer to individual women or married individuals with different titles. Women did not have titles other than "Miss" or "Mrs.," and it was assumed that their identity derived from their marital status. That assumption is no longer valid, and forms of address should recognize the identity that women have as individuals.

- A. In referring to an individual woman there is no need to refer to her marital status, just as traditional references to men give no indication of their marital status.

Examples:

1. Ms. Lorna Stafford
2. The Reverend Ms. Louise Lind
3. The Reverend Mr. Louis Lind
4. Dr. Jennifer Jones

- B. Different titles should be recognized when addressing married couples. Examples:

1. Clergywoman married to a layperson: The Reverend Ms. Sally Jones and Mr. Gerald Jones
2. Clergy couples: The Reverends Ms. Sally Smith and Mr. Gerald Jones; The Reverends Ms. Sally Jones and Mr. Gerald Jones; The Reverends M/M Sally and Gerald Jones
3. Other titles: Professor Louise Lind and Dr. Jonathan Smith; Drs. Cynthia and Jackson Whittaker

- C. Although the use of individual names is assumed when married people have different titles, this is desirable for others as well. Instead of Mr. and Mrs. Steve Jackson, try:

1. Steve and Lorna Jackson
2. Mr. and Mrs. Steve and Lorna Jackson
3. M/M Steve Jackson and Lorna Stafford

- D. Titles can be eliminated altogether, but in formal usage this practice is generally not preferred.

### IV. References to Collective and Abstract Nouns

Social institutions (e.g., Church), concepts (e.g., evil), or inanimate objects (e.g., a ship) do not have gender. Referring to them as female or male encourages stereotyp-

ing groups of people with the qualities specific to that institution, concept, or object.

A. Pronouns that refer to collective and abstract nouns should be neuter, except in direct quotations.

1. Direct quotation: "And I saw the holy city, new Jerusalem, coming down out of heaven from God, prepared as a bride adorned for her husband. ..." (Rev. 21:2).
2. Modern usage: The Church is described as the new Jerusalem. It is adorned for the worship of God, and its relationship with God is seen as a gift from God.

B. Direct quotations can often be made inclusive through the use of brackets: "A person must make his [or her] own way in this broken world."

## LANGUAGE ABOUT GOD

Although these guidelines are designed mainly for use in terms of language about people, care and attention should be given also to language about God in writing, speaking, and worship. Language about God should articulate the variety and richness of God's manifestations to humankind. It should also respect the deeply personal nature of God as expressed through the Trinity. These suggestions are offered as a beginning point from which one can develop androgynous language about God.

A. The exclusive use of either masculine or feminine pronouns for God should be avoided.

B. Metaphors showing God's personal relationship with humans should be used, but need not be personalized with "he" or "she."

C. A variety of sex-specific metaphors can be used: "God is the father who welcomes his son home, but she is also the woman who searches for the lost coin."

Imagination, patience, and diligence are required in order to use language that expands and enriches our understanding of God.

## JUDICIAL PROCEDURES

### Duke Divinity School

Adopted January 1987, The Divinity School Community:

Duke University expects and will require of all its students continuing loyal cooperation in developing and maintaining high standards of scholarship and conduct.... Any student, in accepting admission, indicates willingness to subscribe to and be governed by these rules and regulations, and acknowledges the right of the University to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate, for failure to abide by such rules and regulations or for conduct adjudged unsatisfactory or detrimental to the University.

*The Bulletin of Duke University: The Divinity School: "Admissions: Conduct of Students"*

The judicial system hereinafter described is constituted for the Divinity School community as required by the Judicial System of Duke University and the University's rubric on Student Life. It conforms to and functions within those larger structures. Reference will be made in this document to the most readily available specification of University rules, the *Bulletin of Duke University: Information and Regulations*, which may be consulted in the office of either Associate Dean or in the Divinity School Library and obtained through the Office of Student Life of Trinity College. See sections on "Student Life" and Appendix entitled "The Judicial System of Duke University."

## The Divinity School Judicial Board

The Divinity School Judicial Board [hereinafter simply "the board"] is composed of the two associate deans and five students (one of whom shall be designated an alternate) and three faculty or staff members (one of whom shall be designated an alternate). They shall be chosen respectively by the Student Representative Assembly and the Divinity School faculty through the normal procedures for constituting committees. The board is constituted at the opening of school in the fall; members serve until the opening of the next school year or until replaced by their respective governing bodies. At its first meeting, the board shall elect a chair from among its appointed and regular membership.

### A. Hearing Alternatives.

Students accused of violating university regulations or academic expectations may elect either: (1) an informal hearing in which the accused student and the accusing student, faculty member or staff member appear before the appropriate associate dean [see below] and the student's faculty adviser; or (2) a formal hearing before the board according to procedures outlined below. (If the severity of the offence dictates or if procedural difficulties loom, the chair and associate dean may determine that a formal hearing is required or that higher University boards or civil courts must have jurisdiction.) Under either option, the person accused may be advised by a person from within the Divinity School Community. The adviser may attend but may not speak during the hearing and will be excused during deliberation over verdict and sanctions.

### B. Jurisdiction.

Matters concerning academic offences— cheating, plagiarism, theft of papers, library misconduct—shall be heard, formally or informally, by the university associate dean for academic programs. Offences concerning student life, the university community, field education, or professional ethics shall be heard, formally or informally, by the Associate Dean for Student Life and Field Education.

### C. Offences.

Among the academic offences deemed unacceptable at Duke University are plagiarism—the submission of work as one's own that contains unacknowledged or improperly acknowledged words or ideas of another—submission of papers in more than one course without the explicit permission of the instructors concerned, the purchase or theft of papers, cheating, and abuse of the library. Student life offences include abuse of university property, theft, falsification of financial aid applications, use of illegal substances and physical, mental or sexual harassment. For detailed specification and illustration of student life offences see the aforementioned *Bulletin: Information and Regulations* under "Student Life" and "University Regulations and Policies."

The same volume treats academic offences in the section entitled "Academic Honesty." Students are advised to purchase at the Duke University Bookstore the *Composition Guide—Duke University* by Ronald R. Butters, which provides detailed guidance on correct procedure and clear illustrations of impermissible practice.

### D. Duties of the Associate Deans.

The associate deans shall be responsible for hearing complaints, conducting investigations, gathering evidence, determining probable cause, establishing whether the Divinity School Board has jurisdiction, specifying the charge, informing the accused of his/her rights, indicating the hearing options, impaneling the board in the event of a formal hearing, preparing the case, setting the date for a hearing, producing witnesses, and imposing any sanctions or penalties.

### E. Formal Hearings.



1. If the student elects (or the associate dean specifies) a formal hearing, the associate dean with jurisdiction shall convene the board at the earliest possible point.
  2. A faculty or student member shall disqualify himself/herself if he/she is otherwise involved in the case, and the student charged may challenge the seating of a faculty or student member of the board (stating in writing the reasons for so doing). The chair (or in the event of a challenge to the chair, the associate dean) shall accept or reject the challenge. In the event of a disqualification of a member, the appropriate alternate shall be seated.
  3. Hearings shall be closed. Formal hearings shall be recorded and the recording retained for a period of three years.
- F. Hearing Procedures.
1. The rights of the accused and the hearing procedures outlined in sections I "Role of Accused" and J "Hearing Procedure," in the "Judicial System of Duke University," Appendix of *Bulletin: Information and Regulations* shall guide the associate dean and the adviser or the board in the conduct of a hearing (e.g. judgments of expulsion or suspension require concurrence of four of the five voting board members).
  2. The board (or associate dean and faculty adviser) may impose the sanctions specified in the same Appendix singly or in combination (e.g. expulsion, suspension, probation, warning, fine, recommendation of counseling, etc.).
- G. A person convicted may appeal his/her case to the dean by providing written notice of that intention within forty-eight hours and a written statement of the grounds within seven days of the receipt of the verdict. Grounds for appeal include new and significant evidence that might alter the case or violation of due process.

#### THE HONOR CODE

Ministerial and theological education involves developing and shaping a life of honor and integrity, virtues rooted in our faith.

Therefore, we in the Divinity School of Duke University pledge, individually and corporately, to exhibit our commitment to these virtues by abstaining from any form of cheating, lying, or plagiarism\* and by respecting the facilities of the Divinity School and the property of our peers and professors. We do also assume responsibility for the maintenance of these virtues by pledging, individually, and corporately, to report any violation of this code to the deans associated with the Judicial Board of the Divinity School.

I signify my understanding of this code by signature.†  
Revised 11/30/88 by SRA.

(Signed)

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\* Definitions and illustration of these violations are provided in the current *Bulletin of Duke University: Information and Regulations* in sections entitled "The Judicial Code" and "Academic Honesty." Detailed discussion of correct and incorrect writing styles (e.g. plagiarism) can be found in *Composition Guide...Duke University* prepared by Ronald R. Butters in collaboration with George D. Gopen. This is available in the Duke Bookstore. All students are urged to purchase a copy and to read it carefully.

† Refusal to sign does not exempt one from the dictates of this code. Violation of all or part of this code will subject the accused to review and action by the Judicial Board of the Divinity School.

ENROLLMENT SUMMARY 1990-91

Divinity School Students, total 437 (excluding auditors)

347	M.Div.	(229 men, 118 women)
12	M.R.E.	(1 man, 11 women)
30	Th.M.	(26 men, 4 women)
26	Special	
	Students	(8 men, 18 women)
33	M.T.S.	(19 men, 14 women)

Graduate Division of Religious Studies, total 101

101 Ph.D.

Total 538

GEOGRAPHICAL DISTRIBUTION 1990-91

Alabama	3	North Carolina	274
Arkansas	4	Nebraska	1
California	4	New Jersey	1
Colorado	1	New Mexico	2
Connecticut	3	New York	4
Florida	14	Ohio	5
Georgia	6	Oklahoma	2
Idaho	1	Pennsylvania	4
Illinois	5	South Carolina	11
Indiana	4	Tennessee	8
Iowa	2	Texas	7
Kansas	4	Virginia	37
Kentucky	3	Washington	1
Louisiana	1	West Virginia	1
Maryland	4	Foreign:	
Massachusetts	2	Guyana	1
Minnesota	3	Korea	4
Missouri	3	West Germany	1
Mississippi	3	Zaire	1

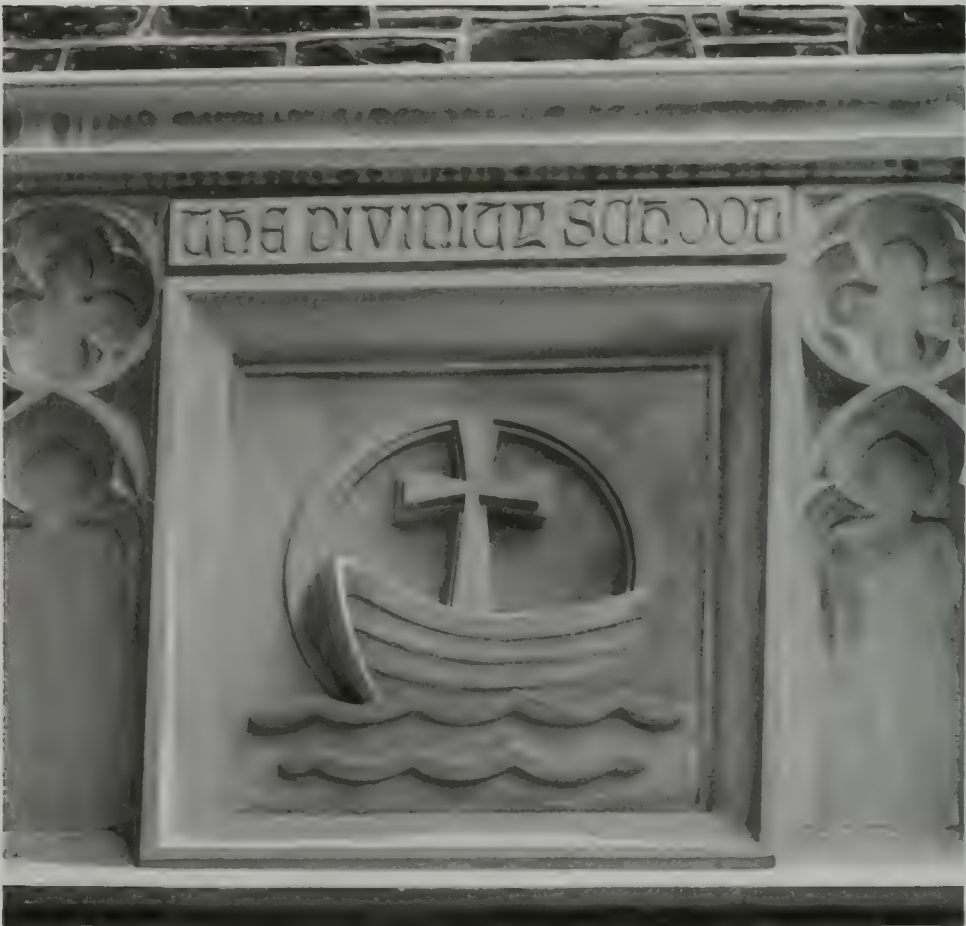


Divinity toddler Jonathan Brown shoots a free-throw.

# DENOMINATIONS REPRESENTED 1990-91

African Methodist Episcopal Church .....	2
African Methodist Episcopal Zion Church .....	1
American Baptist Churches in the U.S.A. ....	2
Assemblies of God .....	3
Associate Reformed Presbyterian Churches (General Synod) .....	1
Baptist, unaffiliated .....	16
Christian Church (Disciples of Christ) .....	11
Christian Methodist Episcopal Church ..	1
Church of the Brethren .....	1
Church of Christ (Holiness) .....	2
Church of God .....	1
Eglise du Christ au Zaire .....	1
The Episcopal Church .....	21
Evangelical Covenant Church .....	1
Evangelical Lutheran Church in America .....	1
Evangelical Methodist Church .....	1

Friends, Religious Society of .....	1
Guyana Missionary Baptist Church .....	1
Mennonite-unspecified .....	1
Missionary Baptist .....	2
Church of the Nazarene .....	1
National Baptist Convention, U.S.A., Inc. ....	2
Nondenominational .....	7
Pentecostal Holiness Church, International .....	2
Presbyterian Church in America .....	2
Presbyterian Church of Korea .....	1
Presbyterian Church in the U.S.A. ....	30
Protestant-unspecified .....	7
Roman Catholic Church .....	7
Seventh-day Adventist Church .....	1
Southern Baptist Convention .....	25
Unitarian Universalist Association .....	2
United Church of Christ .....	5
United Methodist Church .....	273
United Pentecostal Holiness Church International .....	1
Total .....	437





## COLLEGES REPRESENTED

A & T State University	2	Francis Marion College	
Agnes Scott College	1	Furman University	7
Albion College	1	Gardner-Webb College	4
Allegheny College	2	George Mason University	2
Alliance College	1	Georgia Southern College	2
American University	1	Goddard College	1
Appalachian State University	6	Gordon College	2
Arizona State University	2	Greensboro College	3
Asbury College	2	Han Kug Aviation University, Korea	1
Atlantic Christian College	3	Hampton University	1
Auburn University	1	Hamline University	1
Baldwin-Wallace	1	Harvard University	2
Ball State University	1	Henderson State University	1
Baptist Bible College	1	Hendrix College	2
Bartlesville Wesleyan College	1	High Point College	4
Baylor University	1	Hofstra University	1
Berea College	1	Hope College	1
Berry College	1	Houghton College	1
Bethel College	1	Huntingdon University	1
Birmingham-Southern College	2	Illinois State University	1
Bluefield State College	2	Illinois Wesleyan University	1
Bucknell University	1	Indiana State University	2
California University of Pennsylvania	1	Iowa State University	1
Calvin College	1	James Madison University	1
Carleton College	1	Jarvis Christian College	1
Campbell University	4	Johnson Bible College	1
Canisius College	1	John Wesley College	3
Carnegie-Mellon University	1	Kansas Wesleyan	3
Carson-Newman College	2	Kearney State College	1
Catholic University	1	Knox College	1
Centenary College	2	Kookmin University	1
Central Bible College	1	Kutztown University	1
Central Methodist College	1	Layfayette College	1
Centre College	5	Lemoyne College	1
Christopher Newport College	1	Lenoir-Rhyne College	2
Clemson University	1	Limestone College	1
Concord College	1	London Bible College	1
Converse College	1	Louisiana State University	1
Davidson College	4	Luther Rice College	1
Detroit Institute of Technology	1	Lynchburg College	2
Dickinson College	2	Marquette University	1
Duke University	7	Mars Hill College	4
Eastern College	1	Maryville College	1
Eastern Mennonite College	1	McKendree College	1
Eastern Michigan University	1	McMurry College	1
Eastern Nazarene College	1	McMurray University	1
Eastern New Mexico University	1	Mercer University	1
East Carolina University	1	Meredith College	7
Earlham College	1	Methodist College	5
Eisenhower College	1	Miami University	2
Elon College	3	Michigan State University	1
Emory and Henry College	5	Middle Tennessee State University	1
Empire State College	1	Mississippi State University	1
Erskine College	1	Morehouse College	1
Evangel College	1	Mount Olive College	2
Fayetteville State University	2	Murray State University	2
Florida A & M University	2	North Carolina State University	3
Florida Atlantic University	1	North Carolina Wesleyan College	2
Florida Southern College	1	North Carolina Central	3
Florida State University	2	North Texas State University	1

Newberry College	1	UNC-Wilmington	3
Nyack College	1	University of Oklahoma	1
Oakland City College	1	University of Oregon	1
Ohio Wesleyan University	1	University of Richmond	2
Oklahoma State University	1	University of Rochester	1
Old Dominion University	2	University of South Carolina	2
Olivet Nazarene College	1	University of Southern Alabama	1
Oral Roberts University	4	University of Southern Maine	1
Park College	1	University of Southern Missippi	1
Pembroke State University	6	University of Tennessee	5
Pfeiffer College	11	University of Texas - Austin	3
Princeton University	1	University of Vermont	1
Radford University	1	University of Virginia	3
Randolph-Macon College	1	University of West Florida	1
Rensselaer Polytechnical Institute	1	University of Washington	1
Roanoke Bible College	1	Utah State University	1
Rutgers University	1	Valparaiso University	1
Salem College	1	Vanderbilt University	1
Samford	1	Vennard College	1
Sandhills	1	Virginia Commonwealth College	1
Shaw University	4	Virginia Polytechnical Institute	3
Smith College	1	Virginia Wesleyan College	2
Southern Illinois University	2	Wabash College	1
Southern Methodist University	1	Wake Forest University	5
Southwestern Adventist College	1	Washington & Lee University	1
St. Andrews Presbyterian	1	West Carolina University	2
St. Augustine College	1	Western Illinois University	1
St. Olaf College	1	Western Kentucky University	1
St. John's University	1	Western Michigan University	1
State University of New York, Binghamton	1	West Virginia Wesleyan College	6
State University of New York, Stoneybrook	1	Wheaton College	2
Stetson University	3	William and Mary, College of	2
Swarthmore College	1	Wingate College	2
Tennessee State University	1	Winston-Salem State College	4
Tennessee Wesleyan College	2	Winthrop College	1
Texas A & M University	1	Wofford College	3
Texas College	1	Youngstown State University	1
Texas Tech University	1		
Trinity College	1	<b>COLLEGES REPRESENTED —</b>	
Tusculum College	1	<b>GRADUATE DEGREES</b>	
University of Alabama	1	Asbury Theological Seminary	2
University of Arizona	1	Baylor University	2
University of California-Davis	1	Candler School of Theology	1
University of California-Los Angeles	1	Case Western Reserve University	1
University of Central Florida	1	Columbia University	1
University of Evansville	1	Duke University	15
University of Florida	1	East New Mexico University	1
University of Georgia	4	Emory University	2
University of Idaho	1	Gallaudet University	1
University of Illinois	1	Kearney State College	1
University of Indianapolis	1	Long Island University	1
University of Iowa	1	Methodist Theological School in Ohio	2
University of Maryland	2	Michigan State University	1
University of Montana	1	Midwestern Baptist Theological Seminary	1
University of Montana	1	Mississippi College	1
University of Nebraska	1	Nazarene Theological Seminary	1
UNC-Asheville	2	North Texas State University	1
UNC-Chapel Hill	23	North Carolina State University	1
UNC-Charlotte	9	Ohio State University	1
UNC-Greensboro	5	Presbyterian School of Christian Education	2

Purdue University	2	University of Maryland	1
Roosevelt University	1	University of Pittsburgh	1
Southeastern Baptist Theological Seminary	3	University of Rochester	2
University of Arizona	1	University of Virginia	1
University of Bridgeport	1	University of South Carolina	1
University of Illinois	2	Union Theological Seminary	1
University of Iowa	1	Virginia Polytechnic Institute	1
University of Kansas	1	Wake Forest University	3
UNC-Chapel Hill	7	Walter F. George School of Medicine	1
UNC-Greensboro	2	Wesley Theological Seminary	1





## Candidates for the Master of Divinity Degree

Adams, Karen L., (B.A., M.S., Baylor University), Katy, Texas  
Aist, Rebecca Ann, (B.A., Centenary College), Durham, North Carolina  
Aist, Rodney L., (B.A., Southern Methodist University), Jonesboro, Arkansas  
Alex, Charles R., (B.A., Hope College), Naperville, Illinois  
Allen, Ebern E., (B.A., East Carolina University), Durham, North Carolina  
Allen, Elaine E., (B.A., Centre College), Lexington, Kentucky  
Allen, Patricia A., (B.S., Iowa State University), Randleman, North Carolina  
Allen, Tony L., (B.A., UNC-Charlotte), Norwood, North Carolina  
Allred, Gary E., (B.A., Methodist College), Durham, North Carolina  
Anderson, Keith E., (B.S., Illinois State University), Durham, North Carolina  
Babb, Mechthild S., (B.A., University of South Carolina-Columbia), Myrtle Beach, South Carolina  
Bachmann, Anne T., (A.S., Lasell Jr. College; B.S., Florida Southern College), Hillsborough, North Carolina  
Bailey, James E., (B.A., UNC-Wilmington), Stem, North Carolina  
Bailey, Gerald K., (B.A., Nazarene University), Durham, North Carolina.  
Baker, Jonathan B., (B.A., Vanderbilt University), Durham, North Carolina  
Bardusch, Richard E., (B.A., Emory & Henry College), Durham, North Carolina  
Barnes, Harry M., (B.A., Shaw University), Durham, North Carolina  
Barnett, Edward S., (B.A., University of Tennessee), Salem, Virginia  
Bartley, Michael R., (B.S., Southern Nazarene University), Durham, North Carolina  
Bauman, Robert J., (B.A., Carson-Newman College), Durham, North Carolina  
Beck, Frederick A., (B.S., University of Vermont; M.M., D.M.A., University of Rochester), Greensboro, North Carolina  
Bell, Daniel M., (B.A., Stetson University), Miami, Florida  
Bell, Mark R., (Tennessee State University), Durham, North Carolina  
Bennett, Jonathan L., (B.S., Eastern Mennonite College), Gretna, Virginia  
Benson, Ann G., (B.A., Goddard College; M.S., Southern Illinois University), Washington, North Carolina  
Best, Bobby R., (B.S., UNC-Chapel Hill), Raleigh, North Carolina  
Beste, Anita C., (B.A., Valparaiso University), Chapel Hill, North Carolina  
Beverly, Arnetta E. D., (B.A., Shaw University), Lexington, North Carolina  
Bivens, Patricia H., (B.A., UNC-Charlotte; M.Ed., Winthrop College), Durham, North Carolina  
Bjork, Bruce J., (B.A., Hamline University; M.Ed., Campbell University), Fayetteville, North Carolina  
Black, Tiffany S., (B.A., Knox College), Durham, North Carolina  
Blanchard, Paul E., (B.S., M.S.Ed., Kearney State College), Kearney, Nebraska  
Blevins, John B., (B.A., Furman University), Winston-Salem, North Carolina  
Blevins, Timothy C., (B.S., North Carolina State University) Raleigh, North Carolina  
Blinn, Lore C., (B.S., Indiana State University), Star City, Indiana  
Boley, John W., (B.A., Albion College; J.D., Case Western Reserve University), Durham, North Carolina  
Bonnell, David C., (B.S., Eastern New Mexico University), Portales, New Mexico  
Bonney, David J., (B.A., Old Dominion University), Norfolk, Virginia  
Bradford, Spencer W., (B.A., Stetson University), Deland, Florida  
Bravender, Paul E., (B.S., Western Michigan University; M.M., Roosevelt University; Ph.D., Michigan State University), Bynum, North Carolina  
Briggs, Lynda T., (B.S.W., Mars Hill College), Wadesboro, North Carolina  
Brock, A. C., (B.Ma., University of Mississippi; M.Ed., Mississippi College), Jackson, Mississippi  
Brooks, Jr., Norman B., (B.S., M.B.A., Virginia Polytechnic Institute), Kenbridge, Virginia  
Brower, Daniel R., (B.S., Appalachian State University), Trinity, North Carolina  
Brown, Aaron A., (B.A., Hendrix College), Warrensburg, Missouri  
Brown, Kenneth E., (B.S., B.A., UNC-Chapel Hill), Durham, North Carolina  
Browning, Evelyn M., (B.S., M.S., North Carolina State University), Durham, North Carolina  
Bryan, Linda W., (B.S., Shaw University), Raleigh, North Carolina  
Buchanan, Carleene H., (B.A., UNC-Chapel Hill), Waynesville, North Carolina  
Buffaloe, Janet K., (B.A., Methodist College), Jackson Springs, North Carolina  
Bullard, Lyndle R., (B.S., Eastern Michigan University), Burlington, North Carolina  
Bunch, Eric T., (B.A., Jarvis Christian College), Goldsboro, North Carolina  
Burts, Ann H., (A.B., M.A.T., Duke University), Raleigh, North Carolina  
Byers, Roy T., (B.A., Pfieffer College), Norwood, North Carolina  
Byrd, James P., (B.A., Gardner-Webb College), Rutherfordton, North Carolina  
Cabaniss, Thomas E., (B.A., Mars Hill College), Durham, North Carolina

Campbell, John A., (B.A., Pembroke State University), Red Springs, North Carolina  
 Canupp, Phillip M., (B.S., Lees McRae College), Minneapolis, North Carolina  
 Carson, Joseph D., (B.S., Appalachian State University), Danville, Virginia  
 Carson, Mary B., (B.S., Miami University), Durham, North Carolina  
 Carter, James H., (B.A., UNC-Wilmington), Durham, North Carolina  
 Carver, Caren L., (B.A., Meredith College), Wake Forest, North Carolina  
 Cates, Marla L., (B.M.Ed., Murray State University), Raleigh, North Carolina  
 Cheasty-Miller, Patrice A., (B.A., Empire State College), Durham, North Carolina  
 Cho, Eun C., (B.S., Han Kung Aviation; Th.M., Methodist Theological Seminary), Korea  
 Christian, John M., (B.A., Wofford College), Charleston, South Carolina  
 Christy, David H., (B.A., Pfeiffer College), Durham, North Carolina  
 Ciesluk, Gregory P., (B.S., University of Massachusetts), Chelmsford, Massachusetts  
 Clark-Boothby, Martha E., (B.A., Harvard University), Durham, North Carolina  
 Clevenger, Lisa J., (B.A., North Carolina State University), Marion, North Carolina  
 Clontz, Mark E., (A.B., Pfeiffer College), Reidsville, North Carolina  
 Cloyd, Suzanne E., (B.S., Birmingham Southern College), Durham, North Carolina  
 Coffman, Laurie H., (B.A., McMurry College), Durham, North Carolina  
 Coles, Amy L., (B.S., UNC-Greensboro), Greensboro, North Carolina  
 Colwell, Robin L., (B.S., Radford University), Catawba, Virginia  
 Connette, Elizabeth S., (B.A., UNC-Chapel Hill; M.A., Presbyterian School of Christian Education), Raleigh, North Carolina  
 Cook, Sherrie R., (B.A., Oral Roberts University), Durham, North Carolina  
 Cox, Robert L., (B.S., M.A., University of South Carolina), Durham, North Carolina  
 Crady, Bryan M., (B.A., UNC-Charlotte), Durham, North Carolina  
 Craig, Caroline, (B.A., Davidson College), Durham, North Carolina  
 Creech, Joseph W., (B.A., UNC-Chapel Hill), Durham, North Carolina  
 Currin, Douglas B., (B.B.A., Campbell University), Broadway, North Carolina  
 Daniels, James H., (B.S., Campbell University), Oxford, North Carolina  
 Davidson, Dale W., (A.B., Salem College), Greensboro, North Carolina  
 Davis, Mary W. F., (B.A., Duke University), Durham, North Carolina  
 Davis, Rhonda L., (B.A., Furman University), Durham, North Carolina  
 Davis, Stephen J., (A.B., Princeton University), Durham, North Carolina  
 Dietert, Craig M., (M.S., Oklahoma State University), Okmulgee, Oklahoma  
 Duckworth, Terry R., (B.A., Pfeiffer College), Greensboro, North Carolina  
 Eaton, Michael J., (B.S., Arizona State University), Phoenix, Arizona  
 Edwards, Misty N., (B.A., Huntingdon College), Selma, Alabama  
 Edwards, Patricia A., (B.S., University of New York), Fayetteville, North Carolina  
 Evans, Leowen, (B.A., J.D., Wake Forest University), Raleigh, North Carolina  
 Facer, Deborah, (B.A., Virginia Wesleyan State College), Gasburg, Virginia  
 Falgout, Roy F., Jr., (B.A., Johnson Bible College), Henderson, North Carolina  
 Ferrell, Sheila B., (B.A., UNC-Charlotte), Ramseur, North Carolina  
 Fischbeck, Lisa G., (B.A., Duke University; M.A., University of Virginia), Durham, North Carolina  
 Fishel, Wendy G., (B.A., High Point College), McLeansville, North Carolina  
 Fisher, James A., (B.S., University of Tennessee), Indianola, Mississippi  
 Flowers, Joseph D., (B.A., St. Andrews Presbyterian), Durham, North Carolina  
 Forbes, Virginia L., (B.G.S., University of Connecticut), Durham, North Carolina  
 Formo, Steven N., (B.A., UNC-Chapel Hill), Mebane, North Carolina  
 Forstall, Walton C., (B.S., George Mason University), Chase City, Virginia  
 Foster, William R., (B.A., High Point College), Saluda, North Carolina  
 Fowler, Donna L., (B.A., Meredith College), Tabor City, North Carolina  
 Freeman, Belinda D., (B.A., Elon College), High Point, North Carolina  
 Frese, Michael D., (B.A., University of Iowa), Durham, North Carolina  
 Frost, Charles R., (B.A., University of Southern Alabama), Durham, North Carolina  
 Gerber, Anette D., (B.A., West Virginia Wesleyan College), St. Mary's, Pennsylvania  
 Gerber, John E., (B.A., Houghton College), St. Mary's, Pennsylvania  
 Gibbs, Doris W., (B.A., UNC-Greensboro, M.A. Appalachian State University), Greensboro, North Carolina  
 Gochenour, Kathy A., (B.A., Oral Roberts University), McKenney, Virginia  
 Goddard, Gayle Elizabeth, (B.A., Tennessee Wesleyan College), Pittsboro, North Carolina  
 Goddard, James E., (B.A., Tennessee Wesleyan College), Pittsboro, North Carolina  
 Godfrey, Penny P., (B.A., Meredith College), Louisburg, North Carolina

Graves, John A., (B.A., SUNY-Binghamton; M.S., Long Island University), Durham, North Carolina  
 Gray, Madeline D., (B.A., UNC-Chapel Hill, M.S.L.S., UNC-Chapel Hill), Chapel Hill, North Carolina  
 Greene, Cynthia S. L., (B.S., Western Carolina University), Durham, North Carolina  
 Greene, James F., (B.S., University of Idaho), Durham, North Carolina  
 Greene, Kelly D., (B.S., Meredith College), Fletcher, North Carolina  
 Gresick, Edmond C., (B.A., Winston-Salem State University), Durham, North Carolina  
 Grotz, John Dickson, (B.A., University of Montana, University of Connecticut; M.S., University of Bridgeport), Durham, North Carolina  
 Guillemette, Joel B., (B.A., Gordon College), Siler City, North Carolina  
 Gwyn, Bruce, (B.A., Pfeiffer College), Durham, North Carolina  
 Hacking, Suzanne Lee, (B.A., McKendree College), Durham, North Carolina  
 Hackney, Elizabeth M., (B.A., UNC-Chapel Hill), Carboro, North Carolina  
 Halbert, Kerry L., (B.S., Oakland City University), Durham, North Carolina  
 Hall, Linda K., (B.S., Carnegie-Mellon University), Durham, North Carolina  
 Hamrick, Patrick S., (B.A., Duke University), Kings Mountain, North Carolina  
 Hanse, Richard L., (B.A., SUNY-Stonybrook), Northport, New York  
 Harper, Mark C., (B.A., UNC-Chapel Hill), Durham, North Carolina  
 Harris, Derrick K., (B.A., Canisius College), Oxford, North Carolina  
 Harris, Ralph D., (B.A., University of Virginia), Durham, North Carolina  
 Harris, Ruth C., (B.A., Canisius College), Oxford, North Carolina  
 Harrison, Timothy S., (B.S., Berea College), Durham, North Carolina  
 Hatch, Mary M., (B.A., Meredith College), Raleigh, North Carolina  
 Hatcher, Bryan G., (B.A., Mercer University), Ringold, Georgia  
 Hauschild, Craig E., (B.A., Kansas Wesleyan), Talmage, Kansas  
 Helm, Cyrus V., Jr., (B.B.A., University of Texas-Austin), Houston, Texas  
 Henry, Phillip V., (B.S., Centre College), Louisville, Kentucky  
 Henshaw, Michael W., (B.A., Emory & Henry College), Durham, North Carolina  
 Hester, John D., (B.S.B.A., UNC-Chapel Hill), Greensboro, North Carolina  
 Hester, Joseph L., (B.A., Duke University), Wilmington, North Carolina  
 Hicks, Douglas A., (B.A., Davidson College), Durham, North Carolina  
 Hicks, Patricia A., (B.S.S.T., M.A.T., UNC-Chapel Hill), Chapel Hill, North Carolina  
 Hill, Danny C., (B.S., Mt. Olive College), Seven Springs, North Carolina  
 Hipps, Mark D., (B.A., Western Carolina University), Asheville, North Carolina  
 Hodel, Shana K., (B.A., Goshen College), Chapel Hill, North Carolina  
 Hodges, David L., (B.A., East Carolina University), Tallahassee, Florida  
 Holcomb, Pamela B., (B.A., UNC-Chapel Hill), Chapel Hill, North Carolina  
 House, Robert L., (B.S., Virginia Commonwealth University), Lawrenceville, Virginia  
 Howell, Jeremy L., (B.A., Georgia Southern College), Albany, Georgia  
 Hunt, Vance, (B.A., Gardner-Webb College), Statesville, North Carolina  
 Hurst, Phillip M., (B.A., Appalachian State University), Mount Airy, North Carolina  
 Huskins, David R., (A.B., High Point College), Gastonia, North Carolina  
 Irving, Brian A., (B.S., A & T State University), Durham, North Carolina  
 Irwin, Richard N., (B.A., University of Tennessee), Durham, North Carolina  
 Ivins, Billy B., (B.B.A., University of Texas), Odessa, Texas  
 Jackson, Jeffrey L., (B.S., B.A., Henderson State University), Henderson, North Carolina  
 Jay, Jesse L., (B.S., James Madison University), Dillwyn, Virginia  
 Johnson, Gloria B., (B.A., Meredith College), Raleigh, North Carolina  
 Johnson, James D., (B.S., University of California-Los Angeles; Ph.D., UNC-Chapel Hill), Chapel Hill, North Carolina  
 Johnson, James P., (B.A., The Citadel), Henderson, North Carolina  
 Johnson, James S., (B.A., Pfeiffer College), Durham, North Carolina  
 Johnson, Michael K., (B.A., John Wesley College), Elon College, North Carolina  
 Jones, Garry E., (B.A., West Kentucky University), Laurel Hill, North Carolina  
 Jordan, James E., (B.S., Appalachian State University), Climax, North Carolina  
 Keller, Nancy E., (B.A., UNC-Asheville), Durham, North Carolina  
 Kiger, James A., (B.A., Centre College), Washington Courthouse, Ohio  
 Kirby, Stephen H., (B.A., Gardner-Webb College), Catawba, North Carolina  
 Kisker, Scott T., (B.A., Swarthmore College), Iowa City, Iowa  
 Klingensmith, Leslie A., (B.A., University of Oklahoma), Durham, North Carolina  
 Kohn, Marguerite, (B.A., Duke University; M.S.W., UNC-Chapel Hill), Durham, North Carolina  
 Koppmann, Cecile, (B.A., Hofstra University), Durham, North Carolina



Kramer, Beaman K., (B.S., Mars Hill College), Durham, North Carolina  
 Krueger, Roger C., (B.A., Furman University), Durham, North Carolina  
 Krueger, Todd S., (B.A., Methodist College), Durham, North Carolina  
 Kuykendall, Louis E., (B.S., Randolph-Macon College; M.A., University of Colorado), Durham, North Carolina  
 Langston, Craig A., (B.A., University of Texas-Austin), Spring, Texas  
 Larson, Duane D., (B.S., Bartlesville Wesleyan College), Corpus Christi, Texas  
 Lawrence, Teresa E., (B.S., Fayetteville State University), Fayetteville, North Carolina  
 Lee, Ronda A., (B.S., Virginia Polytechnic Institute), Lynchburg, Virginia  
 Lee, Young In., (B.A., Kookmin University), Raleigh, North Carolina  
 Lewis, Paul A., (B.A., University of Maryland), Durham, North Carolina  
 Locklear, Kenneth W., (B.A., Pembroke State University), Pembroke, North Carolina  
 Lowry, Tryon D., (B.S., Pembroke State University), Pembroke, North Carolina  
 Lucas, Carolyn W., (B.A., Atlantic Christian College), Wilson, North Carolina  
 Maafo, Eugene V., (M.S., NC Central University; M.A., Duke University), Durham, North Carolina  
 Mack, Sir Walter Lee, (B.A., Elon College), Durham, North Carolina  
 Manarin, Louis T., (B.A., University of Richmond), Durham, North Carolina  
 Mandigo, Clark L., (B.A., Old Dominion University), Gretna, Virginia  
 Mann, Scott A., (B.A., Bethel College), Durham, North Carolina  
 Markay, David A., (B.A., Dickson College), Durham, North Carolina  
 Markay, Kristin C., (B.A., Baldwin-Wallace), Durham, North Carolina  
 Marshall, Barbara S., (B.A., UNC-Charlotte; M.R.E., Duke University), Durham, North Carolina  
 Marshbanks, Ann M., (B.S., UNC-Chapel Hill), Buies Creek, North Carolina  
 Martin, Sam F. III, (B.S., UNC-Ashville), Townsville, North Carolina  
 Martin, Sandra W., (B.A., Asbury College; M.C.E., Candler School of Theology), Durham, North Carolina  
 Martinez, Pete Raymon, (B.A., Methodist College), Wake Forest, North Carolina  
 Matthews, Gregory Dean, (B.S., Wingate College), Durham, North Carolina  
 Maxson, Karin A., (B.S., West Virginia Wesleyan), Stokesdale, North Carolina  
 Maynard, Philip R., (B.S., University of Central Florida; M.S.Ed., University of Kansas), Plant City, Florida  
 McCalmont, Cynthia M., (B.A., University of Virginia), Durham, North Carolina  
 McDonald, William P., (B.A., Lenoir-Rhyne College), Durham, North Carolina  
 McDowell, Thomas D., (B.A., Bluefield State College), Yanceyville, North Carolina  
 McLawhorn, Robert T., (B.A., Pfeiffer College), Graham, North Carolina  
 McLeese, Cheryl L., (B.A., Furman University), Durham, North Carolina  
 Mcleod, Roy W., (B.A., Greensboro College), Liberty, North Carolina  
 Meadows, Audrey H., (B.A., American University), Durham, North Carolina  
 Milbourne, Mary H., (B.S., Miami University), Durham, North Carolina  
 Miller, Bobby R., (B.S., Mars Hill College), Browns Summit, North Carolina  
 Miller, Douglas W., (B.A., West Virginia Wesleyan College), Kenova, West Virginia  
 Miller, Hugh W., (B.S., Rensselaer Polytechnic Institute), Durham, North Carolina  
 Miller, Mary R., (B.A., West Virginia Wesleyan College), Rougemont, North Carolina  
 Miller, Richard S., (B.A., Lynchburg College), Bedford, Virginia  
 Miller, Wylie W., (B.A., Park College), Durham, North Carolina  
 Mills, Ronald V., (B.S., Ferrum College), Dry Fork, Virginia  
 Minton, Wyatt C., (B.S., Limestone College), Durham, North Carolina  
 Moore, Samuel H., (B.A., Greensboro College), Reidsville, North Carolina  
 Morgan, Molly D., (B.A., Agnes Scott College; M.F.A., UNC-Greensboro), Reidsville, North Carolina  
 Muller, Barbara J., (B.A., Gettysburg College; M.A., Florida State University; M.Ed., University of South Carolina), Allenhurst, North Carolina  
 Murray, Michael L., (B.A., Livingstone College), Clarkton, North Carolina  
 Nance, Paula E., (B.A., Wake Forest University), Durham, North Carolina  
 Neal, Gregory S., (B.A., Southern Methodist University), Richardson, Texas  
 Nelson, Kenneth L., (B.A., Newberry College), Durham, North Carolina  
 Nelson, Ricky D., (B.A., West Virginia Wesleyan College), Phenix, Virginia  
 Nianda, Ditawa M., (B.S., Pfeiffer College), Zaire  
 Owens, William D., (B.A., Furman University), Durham, North Carolina  
 Page, Jack W., (B.A., North Carolina Wesleyan College), Coats, North Carolina  
 Park, Eric S., (B.A., Dickinson College), Johnstown, Pennsylvania  
 Parker, Larry, (B.A., University of Georgia), Durham, North Carolina

Parkkila, Jeffrey A., (B.M.E., Florida State University), Durham, North Carolina  
 Patrick, Larry G., (B.A., Millsaps College), Raeford, North Carolina  
 Peacock, Madeline J., (B.S., University of Alabama), Raleigh, North Carolina  
 Pendleton, Eldridge, (B.A., North Texas State; Ph.D., University of Virginia), Durham, North Carolina  
 Peterman, Paul T., (B.A., Centenary College), Durham, North Carolina  
 Phillips, Bruce D., (B.A., Southern Illinois University), Kimmunity, Illinois  
 Phillips, Helen G., (B.A., Emory & Henry College), Durham, North Carolina  
 Plowman, Sally S., (B.A., North Carolina Wesleyan College), Stokes, North Carolina  
 Poole, Bettye D., (B.A., St. Augustine College), Cary, North Carolina  
 Preston, Hunter H., (B.A., Atlantic Christian College), Durham, North Carolina  
 Prince, Jr., Gilbert H., (B.A., Luther Rice College; B.S., University of Southern Mississippi), Pascagoula, Mississippi  
 Ragsdale, Ruth L., (B.S., M.A., University of Maryland), Durham, North Carolina  
 Ralls, Walter M., (B.A., UNC-Chapel Hill), High Point, North Carolina  
 Ramey, Larry E., (B.A., Bluefield College), Rocky Gap, Virginia  
 Ramsay, Katherine, (B.A., Duke University), Durham, North Carolina  
 Ramsey, John D., (B.A., Davidson College), Charlotte, North Carolina  
 Reed, Richard C., (B.S., Shaw University), Butner, North Carolina  
 Reinger, Kathleen L., (B.S., Youngstown State University), Durham, North Carolina  
 Richards, Gregory S., (B.A., Texas Technological University), Apex, North Carolina  
 Riggs, Ann K., (B.A., Smith College; M.A., UNC-Chapel Hill), Chapel Hill, North Carolina  
 Riggs, Edna R., (B.A., UNC-Charlotte), Charlotte, North Carolina  
 Rimer, Scott M., (B.A., Virginia Wesleyan College), Virginia Beach, Virginia  
 Rio-Anderson, Amy, (B.A., Greensboro College), Durham, North Carolina  
 Rose, Gail W., (B.S., University of Southern Mississippi; M.C.E., Candler School Theology), Winston-Salem, North Carolina  
 Rosenquist, Valerie B., (B.A., LeMoyne College; Ph.D., Duke University), Durham, North Carolina  
 Rushing, Jeffrey J., (B.A., Pfeiffer College), Peachland, North Carolina  
 Ryman, Mark E., (B.A., Ohio Wesleyan), Durham, North Carolina  
 Sage, Amy G., (B.A., Illinois Wesleyan University), Raleigh, North Carolina  
 Schneider, Michael A., (B.A., Wheaton College), Durham, North Carolina  
 Schwarting, John E., (B.B.A., University of Albuquerque; M.B.A., Highlands University), Durham, North Carolina  
 Sears, Patricia M., (B.A., M.S., University of Arizona; M.S., East New Mexico University), Durham, North Carolina  
 Shaffer, Kathryn T., (B.A., Centenary College; M.A., Presbyterian School of Education), Chapel Hill, North Carolina  
 Sharpe, Benjamin S., (B.A., UNC-Chapel Hill), Graham, North Carolina  
 Shaw, Stephen N., (B.A., UNC-Greensboro), Monroe, North Carolina  
 Silliman, Heidi M., (B.A., Eastern College), Durham, North Carolina  
 Simpson, Bryan K., (B.A., McMurry University), Durham, North Carolina  
 Sipes, Kelly D., (B.A., Kansas Wesleyan College), Salina, Kansas  
 Sluder, David M., (B.A., Mars Hill College), Wake Forest, North Carolina  
 Smith, Adolph C., (B.A., Methodist College), Jacksonville, North Carolina  
 Smith, Clarence A., (B.S., Texas College), Madison, North Carolina  
 Smith, Kelly W., (B.M.E., Florida State University), Orlando, Florida  
 Spence, Clinton W., (B.A., University of Georgia), Atlanta, Georgia  
 Stamps, Jerry J., (B.S., Utah State University), Durham, North Carolina  
 Stanford, Charles T. P., (B.A., UNC-Charlotte), Durham, North Carolina  
 Starr, Nancy B., (B.A., University of Rochester; M.A., University of Iowa), Durham, North Carolina  
 Statler, Mark B., (B.Mus., Central Methodist College), Carothersville, Missouri  
 Stiles, Jessica J., (B.A., University of Evansville), Littleton, North Carolina  
 Stinson, Sherrill A., (B.A., Meredith College), Durham, North Carolina  
 Stone, Lisa A., (B.A., Tennessee Wesleyan College), Fayetteville, Tennessee  
 Stone, Rebekah K., (B.A., University of South Carolina), Durham, North Carolina  
 Stouffer, Jon G., (B.S., Texas A & M University), Durham, North Carolina  
 Stout, David A., (B.S., Ball State University), Durham, North Carolina  
 Struble, Todd A., (B.A., Eastern Nazarene College), Durham, North Carolina  
 Stutts, Donald S., (B.A., Baptist College), Durham, North Carolina  
 Sullivan, Michael O., (B.A., Virginia Polytechnic Institute), Durham, North Carolina  
 Swancutt, Diana M., (B.A., B.S., University of Florida), Durham, North Carolina

Switzer, Mary Ellen P., (A.B., Smith College; M.S., Ph.D., University of Illinois), Raleigh, North Carolina

Taylor, Berry L., (B.A., Alliance College), Blairsville, Pennsylvania

Taylor, Linda L., (B.S., California University of Pennsylvania), Avella, Pennsylvania

Tennyson, John E., (B.A., University of Illinois), Champaign, Illinois

Thomas, Sandra E., (B.S., University of Oregon; M.A., Atlanta University), Durham, North Carolina

Thompson, Terry L., (B.S., University of Tennessee; M.S., Ohio State University), Durham, North Carolina

Thornton, David B., (B.A., Morehouse College), Columbus, Georgia

Tilley, Kent D., (B.A., UNC-Charlotte), Durham, North Carolina

Tippens, Norman G., (B.A., Roanoke Bible College; B.A., Lynchburg College), Roanoke Rapids, North Carolina

Tisdale, John K., (B.A., High Point College), Sanford, North Carolina

Todd, Troy K., (B.A., Oral Roberts University), Norlina, North Carolina

Toney, John F., (B.S., Tusculum College), Smithfield, North Carolina

Townsley, Robin J., (B.S., Kutztown University), Durham, North Carolina

Trum, Mary Smith, (B.S., East Carolina University), Durham, North Carolina

Tyson, Bobby P., (B.A., North Carolina Wesleyan College), Chapel Hill, North Carolina

Tyson, Kenneth W., (B.A., North Carolina Central University), Durham, North Carolina

Upham, John E., (B.S., M.Ed., Campbell University), Raleigh, North Carolina

Usrey, Billy, (B.S.I.M., University of Tennessee), Durham, North Carolina

Vacher-Morris, Elizabeth M., (B.A., Carson-Newman College), Durham, North Carolina

Van Allen, Harry F. (B.S., Indiana State University), Durham, North Carolina

Vest, Roger A., (B.A., B.S., Berry College), Jonesboro, Georgia

Vilanova, Jose Oscar, (B.A., Wheaton College), Durham, North Carolina

Vryhof, David B., (B.A., Calvin College; M.A., Gallaudet University), Durham, North Carolina

Wallace, Jack Donald, (B.A., Pfeiffer College) Durham, North Carolina

Warren, William D., (B.S., Gardner-Webb College), Wake Forest, North Carolina

Waters, Kelli D., (B.A., Converse College), Spartanburg, South Carolina

Weaver, James T., (B.A., Pembroke State University), Durham, North Carolina

Weaver, Nina C., (B.S., Appalachian State University), Warrensville, North Carolina

Webb, Shelly F., (B.A., Wofford College), Chapel Hill, North Carolina

Wesley, John T., (B.A., Centre College), Lexington, Kentucky

Whang, Seungil, (B.A., Songang University; Th.M., Methodist Theological Seminary), Durham, North Carolina

White, Lloyd E., (B.A., Wofford College), Greensboro, North Carolina

White, Robert D., (B.A., University of West Florida), Sun City Center, Florida

Whithead, Larry K., (B.S., Purdue University), Durham, North Carolina

Wike, Melissa H., (B.M., Lenoir-Rhyne College), Denver, North Carolina

Wiley, Charles A., (B.A., Davidson College), Durham, North Carolina

Williams, Ann G., (B.A., Agnes Scott College), Raleigh, North Carolina

Williams, Herbert C., Jr., (B.A., Eisenhower College; J.D., Walter F. George School of Law), Arlington, Virginia

Williams III, John M., (B.A., Winthrop College), Durham, North Carolina

Williamson, Vertie, (B.A., Trinity College), Durham, North Carolina

Wilson, John, (B.S., A & M University), Durham, North Carolina

Wilson, Matthew A., (B.A., Wabash College), Louisburg, North Carolina

Winright, Tobias L., (B.A., University of Southern Florida), Tarpon Springs, Florida

Wiseman, Robert W., (B.A., Mars Hill College), Trinity, North Carolina

Wishon, Lisa L., (B.A., Maryville College; M.A., Wake Forest University), Yadkinville, North Carolina

Woods, Esther M., (B.A., North Carolina A & T State University), Reidsville, North Carolina

Woody, David S., (B.A., Emory and Henry College), Maryville, Tennessee

Youngblood, David E., (B.A., Lafayette College), Durham, North Carolina

Zimmerman, Jeffrey D., (B.A., Centre College), Durham, North Carolina

### **Candidates for the Master of Religious Education Degree**

Beck, Robin L., (B.A., Pfeiffer College), Durham, North Carolina

Crudup, Mary E., (B.A., North Carolina Central University), Durham, North Carolina

Faircloth, Katrina., (B.A., Birmingham Southern College), Durham, North Carolina

Hauschild, Dayna L., (B.A., UNC-Chapel Hill), Garner, North Carolina

Johnson, Dianne E., (B.A., College of St. Scholastica), Durham, North Carolina



Roane, Paula E., (B.A., Auburn University; M.A. University of West Florida), Durham, North Carolina  
 Singletary, Linda B., (B.S., Winston-Salem University), Chapel Hill, North Carolina  
 Torres, Janet M., (B.S., Mississippi State University), Moss Point, Mississippi  
 White, Kathy R., (B.S., Appalachian State University), Greensboro, North Carolina  
 Williams, David A., (B.S., Fayetteville State University), Durham, North Carolina

### **Candidates for the Master of Theological Studies**

Askren, Carter S., (B.S.H.E., University of Georgia), Durham, North Carolina  
 Avery, Frank W., (B.A., M.D., UNC-Chapel Hill), Raleigh, North Carolina  
 Baer, Rebecca J., (B.A., Harvard University), Durham, North Carolina  
 Bell, Thomas J., (B.M., University of Georgia; M.A., UNC-Chapel Hill), Jonesboro, Georgia  
 Bowen, Martha G., (B.A., UNC-Chapel Hill), Raleigh, North Carolina  
 Buchanan, Paul J., (B.A., UNC-Chapel Hill), Chapel Hill, North Carolina  
 Burnes, Robert D., (B.A., University of Richmond), Durham, North Carolina  
 Caldwell, Cynthia L., (B.A., Wake Forest University), Mt. Holly, North Carolina  
 Carr, Marjorie B., (B.S., M.D., UNC-Chapel Hill), Raleigh, North Carolina  
 Daily, Daniel L., (B.A., University of Southern Maine), Durham, North Carolina  
 DeLaRosa, Mark J., (B.A., St. John's University), Raleigh, North Carolina  
 Downs, John W., (B.S., B.A., Mount Olive College), New Bern, North Carolina  
 Elliott, Deronda E., (B.S., Marquette University), Raleigh, North Carolina  
 Felts, Michael S., (B.A., University of California-Davis), Visalia, California  
 Freedman, Sarah S., (B.A., Allegheny College; M.A., University of Pittsburgh), Durham, North Carolina  
 Freeland, Sharon S., (B.A., North Carolina Central University), Hillsborough, North Carolina  
 Harper, Brian W., (B.A., Southwestern Adventist College), Sartell, Minnesota  
 Hiatt, Louise S., (B.A., Wake Forest University), High Point, North Carolina  
 L'Enfant, Jamie E., (B.A., Louisiana State University), Durham, North Carolina  
 Macauley, John A., (B.A., Erskine College), Durham, North Carolina  
 McKinney, Katheryn J., (B.A., Wake Forest University), Durham, North Carolina  
 Mercier, Richard K., (B.A., University of Virginia), Durham, North Carolina  
 Miles, Stephen D., (B.A., Bucknell University), Durham, North Carolina  
 Morris, Kenneth R., (B.A., Carleton College; M.A., New College), Durham, North Carolina  
 Peltier, Christopher J., (B.A., Gordon College), Williamstown, Massachusetts  
 Radford, Claudia L., (B.A., Southern Illinois University), Raleigh, North Carolina  
 Rusin, Catherine R., (B.S., UNC-Chapel Hill), Raleigh, North Carolina  
 Stewart, Brian D., (B.A., UNC-Greensboro; Th.B., John Wesley College), Durham, North Carolina  
 Thacker, Nancy L., (B.A., Elon College), Graham, North Carolina  
 Wade, Randall B., (B.A., Sterling College), Durham, North Carolina  
 Watkins, Leslie, (B.A., Louisiana State University), Durham, North Carolina  
 Welliver, Tracy E., (B.A., Allentown College), Durham, North Carolina  
 Williams, Ann H., (B.A., M.Ed., M.S.L.S., UNC-Chapel Hill), Durham, North Carolina  
 Williams, Elijah, (B.A., Fayetteville State University), Reidsville, North Carolina

### **Candidates for the Master of Theology Degree**

Bagby, David R., (B.A., Nazarene; M.Div., Nazarene Theological Seminary), Durham, North Carolina  
 Bates, David E., (B.A., William and Mary; M.Div., Southeastern Baptist Theological Seminary), Chapel Hill, North Carolina  
 Brown, David S., (Th.B., Piedmont Bible College; M.Div., Grace Theological Seminary), Fuquay-Varina, North Carolina  
 Campbell, Clem W., (B.A., Hendrix College; M.Div., Emory University), Durham, North Carolina  
 Cirsena, Randall J., (B.A., St. Olaf College; M.Div., Duke University), Fuquay-Varina, North Carolina  
 Cullum, Doug R., (B.A., Asbury College; M.Div., Asbury Theological Seminary), Durham, North Carolina  
 Davis, Richard D., (B.A., Golden Gate Baptist College; M.Div., Southwestern Baptist Theological Seminary), Durham, North Carolina  
 Edwards, Robert H., (B.A., Rutgers University; M.T.S., Wesley Theological Seminary; M.B.A., Columbia University), Durham, North Carolina  
 Gehring, John M., (B.A., Evangel College; M.Div., Princeton Theological Seminary), Durham, North Carolina  
 Hawkins, Charles T., (B.A., Samford University; M.Div., Southeastern Baptist Theological Seminary), Durham, North Carolina

Lee, Virginia A., (B.A., William and Mary; M.R.E., Duke University), Durham, North Carolina  
 Lemons, Joseph B., (B.A., Wingate College; M.Div., Southeastern Baptist Theological Seminary), Durham, North Carolina  
 Lindsey, John L., (B.A., Vennard College; M.A., Asbury Seminary), Asheboro, North Carolina  
 Luther, Deborah E., (B.S., Clemson University; M.Div., Duke University), Durham, North Carolina  
 May, Reagan V., (B.S., Texas Tech University; M.Div., Duke University), Chapel Hill, North Carolina  
 Maynard, Phillip R., (B.S., University of Central Florida; M.Ed., University of Kansas; M.Div., Duke University), Efland, North Carolina  
 McCarley, Phillip E., (B.A., Furman University; M.Div., Southern Baptist Theological Seminary), Durham, North Carolina  
 Price, Timothy W., (B.A., Albany State College; M.Div., Phillips School of Theology), Durham, North Carolina  
 Rawlings, James A., (B.A., Western Illinois University; M.Div., Duke University), Durham, North Carolina  
 Sandgren, Leo D., (B.A., University of Washington; B.A., London Bible College), Durham, North Carolina  
 Sinopoli, Kathryn L., (B.A., UNC-Chapel Hill; M.A., Wake Forest University), Winston-Salem, North Carolina  
 Summey, Larry E., (B.A., Furman University; D.Min., Union Theological Seminary), Fayetteville, North Carolina  
 Swenson, Kristina L., (B.A., University of Indianapolis; M.T.S., Duke University), Durham, North Carolina  
 Thomason, Marshall K., (B.A., Oral Roberts University; M.Div., Duke University), Rocky Mount, North Carolina  
 Wall, Clarence A., (B.S., Campbell University; M.Div., Southeastern Baptist Theological Seminary), Grifton, North Carolina  
 Weakley, Jeffrey B., (B.A., Christopher-Newport College; M.Div., Duke University), Pamplin, Virginia  
 Woods, John C., (B.S., Georgia Southern College; M.Div., Duke University), Charlotte, North Carolina  
 Wooton, Richard H., (B.A., Ouachita Baptist University; M.Div., Midwestern Baptist Seminary), Durham, North Carolina  
 Zigich, George N., (B.A., Rider College; M.Div., Princeton Theological Seminary), Lambertville, New Jersey

## Special Students

Brown, William A., (B.S., M.M.E., East Carolina University), High Point, North Carolina  
 Clement, George A., Jr., (B.S., North Carolina State University), Cary, North Carolina  
 Conner, Sandra J., (B.A., Bluefield College; M.Div./M.R.E., Southeastern Baptist Theological Seminary), Graham, North Carolina  
 Edwards, Carole R., (B.S., Ferrum College), Danville, Virginia  
 Fairchild, Martha A., (B.A., Eckerd College; M.Div., Duke Divinity School), Durham, North Carolina  
 Grandis, Fanny F., (B.A., Meredith College), Durham, North Carolina  
 Hamner, Martha G., (B.S., Duke University; M.T.S., Boston University Theological School), Chapel Hill, North Carolina  
 Mcpherson, Bruce W., Kittrell, North Carolina  
 Pierce, Charlene H., (B.A., Campbell University; M.Div., Southeastern Baptist Theological Seminary), Fayetteville, North Carolina  
 Reed, James C., (B.A., Pennsylvania State University; M.Div., Trinity Episcopal School for Ministry), Roxboro, North Carolina  
 Soliday, Joanne C., (B.A., West Virginia Wesleyan College; M.Ed., UNC-Chapel Hill), Burlington, North Carolina







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## **THE DUKE HONOR COMMITMENT**

A unique aspect of a liberal education is its attempt to instill in the student a sense of honor and high principles that extends beyond academics. An essential feature of Duke University is its commitment to an atmosphere of integrity and ethical conduct. As a member of Duke University I accept as my personal responsibility the vigorous maintenance of high standards of honesty, truth, fairness, civility, and concern for others. My devotion to integrity establishes that I will not cheat in academic work, and that I will adhere to the established and required community code of conduct. According to the dictates of my own conscience, I will report behavior in violation of such established standards. In addition, and beyond the requirements of any code or law, I confirm my own commitment to personal honor and integrity in all matters large and small. Even though the ideal of honor is an abstract one, by implementing this ideal, I join the men and women of Duke University in making the concept of honor a reality.

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EDITOR  
W. Paul Bumbalough  
Assistant Dean

COORDINATING EDITOR  
Judith Smith

SENIOR EDITORIAL ASSISTANT  
Elizabeth Matheson

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# University Calendar, 1991-92

## Fall, 1991

<b>August 29</b>	Thursday. Orientation begins; assemblies for all new undergraduate students
<b>September 2</b>	Monday. 8:00 A.M. Labor Day, fall semester classes begin
3	Tuesday. 4:00-6:00 P.M. Drop/Add begins, Intramural Building
4-6	Wednesday-Friday. 8:30 A.M.-12:30 P.M. and 2:00-4:00 P.M. Drop/Add continues, 103 Allen Building Monday
9-13	Monday-Friday. 8:30 A.M.-12:30 P.M. and 2:00-4:00 P.M. Drop/Add continues, 103 Allen Building
<b>October 4-6</b>	Friday-Sunday. Parents' Weekend
18	Friday. Last day for reporting midsemester grades
18	Friday. 6:00 P.M. Fall break begins
23	Wednesday. 8:00 A.M. Classes resume
<b>November 1-3</b>	Friday-Sunday. Homecoming
11-14	Monday-Thursday. Registration for spring semester, 1992
27	Wednesday. 12:30 P.M. Thanksgiving recess begins
<b>December</b>	
2	Monday, 8:00 A.M. Classes resume
8	Sunday. Founders' Day
12	Thursday. 6:00 P.M. Fall semester classes end
13-15	Friday-Sunday. Reading period
16	Monday. Final examinations begin
21	Saturday. Final examinations end

## Spring, 1992

<b>January</b>	
15	Wednesday. Registration and matriculation of new undergraduate students
16	Thursday. 9:00 A.M. Spring semester classes begin
17	Friday. 4:00-6:00 P.M. Drop/Add begins, Intramural Building
20-24	Monday-Friday. 8:30 A.M.-12:30 P.M. and 2:00-4:00 P.M. Drop/Add continues, 103 Allen Building
27-29	Monday-Wednesday. 8:30 A.M.-12:30 P.M. and 2:00-4:00 P.M. Drop/Add continues, 103 Allen Building
<b>February 28</b>	Friday. Last day for reporting midsemester grades
<b>March</b>	
13	Friday. 6:00 P.M. Spring recess begins
23	Monday. 8:00 A.M. Classes resume
<b>April 6-8</b>	Monday-Wednesday. Registration for fall semester, 1992 and beginning of registration for summer, 1992
29	Wednesday. 6:00 P.M. Spring semester classes end
30	Thursday. Reading period begins
<b>May</b>	
3	Sunday. Reading period ends
4	Monday. Final examinations begin
9	Saturday. Final examinations end
15	Friday. Commencement begins
17	Sunday. Graduation exercises. Conferring of degrees



# University Administration

## GENERAL ADMINISTRATION

H. Keith H. Brodie, M.D., LL.D., *President*  
Thomas A. Langford, Ph.D., *Provost*  
Ralph Snyderman, M.D., *Chancellor for Health Affairs and Dean, School of Medicine*  
Charles E. Putman, M.D., *Executive Vice-President for Administration*  
Eugene J. McDonald, LL.M., *Executive Vice-President — Asset Management*  
Joel L. Fleishman, LL.M., *First Senior Vice-President*  
John F. Burness, A.B., *Senior Vice-President for Public Affairs*  
John J. Piva, Jr., B.A., *Senior Vice-President for Alumni Affairs and Development*  
John F. Adcock, B.S., *Vice-President and Corporate Controller*  
Leonard C. Beckum, Ph.D., *Vice-President and Vice-Provost*  
Tom A. Butters, B.A., *Vice-President and Director of Athletics*  
Janet Smith Dickerson, M.Ed., *Vice-President for Student Affairs*  
Thomas E. Dixon, A.B., *Vice-President for Administrative Services*  
William J. Donelan, B.A., M.S., *Vice-Chancellor and Chief Financial Officer for Medical Center Administration*  
J. Peyton Fuller, A.B., *Vice-President, Planning and Treasurer*  
Gordon G. Hammes, Ph.D., *Vice-Chancellor for Medical Center Academic Affairs*  
W. Vickery Stoughton, M.B.A., *Vice-Chancellor for Health Affairs and Chief Executive Officer, Duke Hospital*  
R. C. Bucky Waters, B.S., M.A., *Vice-Chancellor for Medical Center Development*  
David B. Adcock, J.D., *University Counsel*  
N. Allison Haltom, A.B., *Secretary of the University*  
William H. Willimon, M.Div., S.T.D., *Dean of the Chapel*

## Trinity College

Richard A. White, Ph.D., *Dean and Vice-Provost for Undergraduate Education*  
Peter C. Holland, Ph.D., *Associate Dean*  
Lee W. Willard, Ph.D., *Assistant Dean for Planning and Development*  
Gerald L. Wilson, B.D., Ph.D., *Senior Associate Dean for Administration; Social Sciences and Pre-Law*  
Martina J. Bryant, Ed.D., *Associate Dean for Social Sciences and Pre-Business*  
Elizabeth S. Nathans, Ph.D., *Associate Dean for Pre-Majors and Director of the Pre-Major Advising Center*  
Mary Nijhout, Ph.D., *Associate Dean for Natural Sciences*  
Ellen W. Wittig, Ph.D., *Associate Dean for Humanities*  
Charles W. Byrd, Jr., Ph.D., *Assistant Dean for Social Sciences and Study Abroad*  
Caroline L. Lattimore, Ph.D., *Assistant Dean for Social Sciences*

## The School of Engineering

Earl H. Dowell, Ph.D., *Dean*  
Marion L. Shepard, Ph.D., *Associate Dean for Undergraduate Affairs*

## Student Affairs

Janet Smith Dickerson, M.Ed., *Vice-President for Student Affairs*  
Maureen D. Cullins, A.B., A.M., *Assistant to the Vice-President for Student Affairs*

### Career Development Center

John H. Noble, A.B., M.S., *Director*

### Counseling and Psychological Services

Jane Clark Moorman, M.S.W., CCSW, *Director*  
John C. Barrow, Ed.D., ABPP, *Assistant Director*  
Rolffs S. Pinkerton, Ph.D., ABPP, *Assistant Director*  
Christine Bell, M.S.W., CCSE, *Clinical Social Worker*  
Jillian Kleiner, M.D., *Psychiatrist*  
Pamela R. Moore, Ph.D., *Psychological Associate*  
Kenneth Rockwell, M.D., *Psychiatrist*  
Joseph E. Talley, Ph.D., ABPP, *Psychologist*

### Cultural Affairs

Susan L. Coon, M.A., *Director*

#### *International House*

Carlisle C. Harvard, B.A., *Director*

#### *Minority Affairs*

Caroline L. Lattimore, Ph.D., *Dean*

#### *Religious Life*

William H. Willimon, M.Div., S.T.D., *Dean of the Chapel*

Debra K. Brazzel, M.Div., *Assistant Dean of the Chapel*

Mary Parkerson, A.B., *Director, Chapel Development and Administration*

Steve Hinkle, M.Div., *Inter-Varsity Leader*

Mike Shugrue, M.A., *Chaplain to Catholic Students*

Ted Purcell, Ph.D., *Chaplain to Baptist Students*

Hubert F. Beck, M.Div., *Chaplain to Lutheran Students*

Frank A. Fisher, M.A., *Chaplain to Jewish Students*

Gary Brower, M.Div., *Chaplain to Episcopal Students*

David Oli Jenkins, M.Div., *Chaplain to Methodist Students*

John Hamilton, M.A., *Navigators Staff Person*

Doug Burnett, B.A., *Campus Crusade for Christ Representative*

Susan D'Arcy Fricks, M.Div., *Presbyterian Campus Minister*

Taylor Stewart, B.A., *Cambridge Fellowship*

Margaret Via, M.Div., *Pastor to the Congregation at Duke Chapel*

Scott Hawkins, M.A., *International Students Incorporated*

#### *Residential Life*

Richard L. Cox, M.Div., Th.M., Ed.D., *Dean*

Ella E. Shore, M.R.E., M.A., *Associate Dean*

David W. Jamieson-Drake, Ph.D., *Assistant Dean*

Frank H. McNutt, B.A., *Assistant Dean*

Karen L. Steinour, Ph.D., *Assistant Dean*

Charles M. VanSant, M.Div., *Assistant Dean*

Benjamin Ward, Ph.D., *Assistant Dean*

Barbara L. Buschman, A.B., *Coordinator, Student Housing*

#### *Student Activities*

Homai McDowell, M.M.S., D.B.A., *Director, Office of Student Activities/Student Affairs  
Computer Education Center; and Student Affairs Financial Adviser*

Linda Studer-Ellis, B.A., *Financial Manager*

#### *Student Health*

Howard J. Eisenson, M.D., *Director*

Cecil D. Price, M.D., *Assistant Director*

Linda Carl, Ph.D., *Coordinator, Health Education*

Penny Sparacino, R.N., *Nursing Supervisor, University Infirmary*

#### *Student Life*

Suzanne Wasiolek, M.H.A., J.D., *Dean*

W. Paul Bumbalough, A.B., *Assistant Dean*

#### *University Union*

Jake Phelps, B.A., *Director*

Peter Coyle, A.B., *Associate Director*

Beth Budd, *Assistant Director*

Krista Cipriano, B.F.A., *Assistant Director*

#### *The Women's Center*

Martha Abshire Simmons, B.A., *Director*

*Student Services*

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A number of resources within the university are relied upon by undergraduate students for counseling and information relating to both academic and personal matters. In addition, the university provides a variety of services for students in areas such as health care and postgraduate employment. Some of these resources and services are available through the offices of the individual school and college; others are provided by university-wide offices and departments. For additional information consult the *Bulletin of Undergraduate Instruction*.

## **Administrative Offices of the School and College**

### **TRINITY COLLEGE**

**The Dean of Trinity College and Vice-Provost for Undergraduate Education, Dr. Richard A. White.** The dean is the university's executive officer for the academic affairs of undergraduate students in Trinity College. The vice-provost for undergraduate education recommends to the provost policies concerning the affairs of all undergraduates at the university.

The dean is responsible for programmatic development, maintaining the quality of the academic programs, and fostering teaching excellence in Arts and Sciences. The dean in conjunction with the dean of the faculty of Arts and Sciences recommends to the provost policies and budget needs concerning the undergraduate college in its goal to provide a distinguished liberal arts college experience within the context of a nationally competitive research university. The dean implements the policies and acts as chief budget officer in relation to them. The dean is assisted in executing these responsibilities by the associate dean of Trinity College and the academic deans.

The dean assists the Offices of Development and Alumni Affairs in their fundraising efforts for the university as a whole.

**The Associate Dean of Trinity College, Dr. Peter C. Holland.** The associate dean assists the dean in carrying out his various responsibilities. In consultation with the academic deans of the college and the directors of undergraduate studies in the various departments and programs of Arts and Sciences, the associate dean recommends to the dean administrative policies and budget needs of the college. The associate dean also participates in the work of selected university and UFCAS committees, reviewing programs and policies within the jurisdiction of the college.

**The Senior Associate Dean for Administration, Gerald L. Wilson.** The senior associate dean for administration coordinates the work of the Trinity College staff and serves as its review officer in cases involving appeals on decisions of the academic deans of the college and on academic appeals of the Undergraduate Judicial Board. The dean also confers with students who have not cleared their accounts with the bursar.

**Associate Deans of Trinity College** Martina Bryant, Elizabeth Nathans, Mary Nijhout, Gerald Wilson, and Ellen Wittig. **Assistant Deans of Trinity College** Charles Byrd and Caroline Lattimore. The associate and assistant deans of Trinity College are often referred to as the students' "academic deans." In the college they are responsible for a wide range of activities. In general, the academic deans advise students about academic matters, careers, fellowships, preprofessional planning, Program II, foreign study, and any other issues of academic concern to students; supervise individual student's progress toward graduation and certify completion of degree requirements; administer and coordinate programs; provide information about programs, advising, policies, procedures, and regulations to faculty members requesting it; enforce academic regulations; serve on various UFCAS, university, and Trinity College committees; act as editors of, or as liaisons with editors of Trinity College publications such as the *Undergraduate Bulletin*; and perform other duties delegated by the dean or associate dean of Arts and Sciences and Trinity College.

Associate dean, Elizabeth Nathans, serves as director of the Pre-Major Advising Center for first-year students and for sophomores who have not declared a major. The other academic deans are divisional advisers—in the humanities, the natural sciences, and mathematics, and the social studies divisions—for all students who have declared a major. (See Administration of the College, above.) The relationship between these academic deans and the faculty advisers is a complementary one. Faculty advisers have primary responsibility for advising about major courses and requirements. The academic deans monitor graduation requirements, handle requests for exceptions, and deal with unusual academic problems and any change of status questions.

## THE SCHOOL OF ENGINEERING

**Dean Earl H. Dowell.** The dean of the School of Engineering has overall responsibility for instruction and research in the school as well as for the educational experience and welfare of its students. The dean works with various constituencies including the university administration, faculty, students, and alumni on matters of general policy and delegates responsibilities within the school to members of his staff.

**Associate Dean Marion L. Shepard.** The associate dean has responsibility for academic matters pertaining to undergraduates, and for working with the academic departments in helping to establish student's programs of study. He counsels with first-year students before they arrive on campus, and through summer correspondence with them, assists in making preliminary selection of courses for the fall semester. He also plans and directs the orientation of the first-year students. Under his supervision, engineering faculty members serve as advisers to students. He approves leaves of absence, courses to be taken elsewhere, the dropping and adding of courses, academic probation, dismissal or withdrawal from the school, transfer into or out of the school, and similar matters. He serves as the dean's deputy in representing the school on campus, among alumni, friends, supporting industries, and governmental organizations. He also provides primary liaison with the Career Development Center.

## FACULTY ADVISING

Apart from academic counseling of students by faculty members whom they come to know on an informal basis, faculty advising of undergraduates in Trinity College and the School of Engineering takes place in three primary ways. First, in Trinity College, faculty members serve in the Premajor Advising Center as general academic advisers to groups of first-year students and premajor sophomores and are available for individual conferences; second, in the School of Engineering, first-year students and sophomores are counseled by special faculty advisers before the students choose their department; and third, in all departments, the director of undergraduate studies and other faculty advisers are available to assist students concerning academic matters pertaining to their departments.

## Student Affairs

**Vice-President for Student Affairs, Janet Smith Dickerson, 106 Flowers.** The vice-president for student affairs has the ultimate responsibility for most noncurricular aspects of a student's activity and welfare and works directly with the following offices in fulfilling that responsibility.

**Counseling and Psychological Services, Jane Clark Moorman, Director, Suite 214, Page Building (CAPS).** The CAPS staff provides a coordinated and comprehensive range of counseling and psychological services to meet the unique needs of individual students in regard to their own personal development.

Services are available to all undergraduate, graduate, professional, and allied health students who pay the student health fee. There are no additional costs for these services. They include evaluation and brief counseling/psychotherapy regarding personal concerns of a wide variety. These include family, social, academic, and sexual matters. The professional staff is composed of psychologists, clinical social workers, and psychiatrists who are experienced in working with young adults. Individual, couples, and group counseling and psychotherapy are utilized in helping students resolve their concerns once the student and staff member have identified together the most helpful alternative. Some CAPS staff who are trained as professional career counselors offer counseling for career indecision through the Career Development Center.

CAPS also offers time-limited seminars and groups focusing on personal development. These groups have the advantage of pooling resources and support while at the same time teaching skills. Themes addressed by groups in the past have included coping with stress, understanding and enhancing relationships, and overcoming eating disorders. Support groups have also been offered for students in special circumstances. New groups can be developed to meet student needs.

Another important function of CAPS is the availability of the staff to the entire university community for consultation and educational activities regarding student development and mental health issues. Offices with which CAPS has liaisons include the Career Development Center, Residential Life, Student Health, Religious Life, and the Women's Center. CAPS also provides consultation and programming for student groups such as resident advisors, first-year-student advisory counselors, PISCES, and PICAD counselors as well as dorm groups.

Standardized testing is also administered for the university by CAPS, including graduate and professional school admission tests such as the LSAT, MCAT, and GRE.

CAPS maintains a policy of **strict confidentiality** concerning information about each student's contact with CAPS staff members. Such information can be released, however, with the student's specific written authorization. If appropriate, a referral may be made to other staff members or a variety of local resources including multidisciplinary mental health professionals in private practice and clinic settings.

CAPS offices are centrally located in Suite 214, Page Building, next to the Chapel on West Campus. Appointments may be made by calling 660-1000 Monday through Friday between 8 A.M. and 5 P.M. However, if a student's concern needs immediate attention, this situation should be made known to the secretary, and every effort will be made to arrange for a counselor to talk with the student immediately.

**Office of Cultural Affairs, Susan Coon, Director, 103 Flowers Building.** The Office of Cultural Affairs, located just off the entrance of Page Auditorium, is responsible for the creation, coordination, and implementation of many of the cultural and popular entertainments which take place on the campus. The office is directly responsible for the Duke Artists Series, Quadrangle Pictures (35 mm film program), the Chamber Arts Society Series, and the Mary Lou Williams Jazz Festival; it also schedules the use of Page Auditorium and directs the use of this hall. For the Summer Session Office, Ms. Coon directs the Duke University Summer Festival of the Arts, and works with the Institute of



the Arts. Performances relating to campus, drama, music, and arts organizations are facilitated through this department's Page Box Office, which also serves all other programs. In addition to these arts-related activities, the Duke University Yearly Calendar is published and distributed from this office. In order to avoid conflicts, all campus events should be recorded by the calendar office as early as possible. The office also serves in an advisory capacity to student groups sponsoring major events.

**International House, Carlisle C. Harvard, Director, 2022 Campus Drive.** International House is the center of cocurricular programs for more than 500 students from 75 countries who are presently enrolled at Duke. Programs which assist students from abroad in participating in the life of the Durham and Duke communities include: an intensive orientation program at the beginning of the academic year; the International Friends Program (formerly Host Family Program), in which interested international students may become acquainted with local families or individuals; the Duke Partners Program which pairs a U.S. partner and a visiting partner for weekly meetings to practice English and to learn about each other's cultures; the International Wives Club, which provides a structure for international women to meet with local women in an informal atmosphere; the Speakers' Bureau, which arranges for international students to speak at civic and social groups as well as schools in the Durham community; intermediate-level English conversation and grammar classes which meet twice a week; the Friday coffee break in the basement of the Chapel which is sponsored by Campus Ministry especially for internationals and friends. The International Association is a student organization which includes a significant number of U.S. citizens, as well as international students. The association plans social and cultural programs which emphasize personal contact and the informal exchange of ideas among students from diverse backgrounds. Included are weekly open-houses with lectures, films, pot-luck dinners or parties, and periodic trips outside of Durham. Additional information may be obtained by writing to Carlisle C. Harvard, Director, International House, 2022 Campus Drive, Duke University, Durham, North Carolina 27706.

**The Office of Minority Affairs, Caroline L. Lattimore, Dean, 107 Union West.** In 1972 the administration of Duke University established the Office of Black Affairs to meet the needs of black students. Six years later (1978), the name was changed to the Office of Minority Affairs (OMA). This office is an interdisciplinary/student service component of the university which attempts to assist minority students in their adjustment to student life. Its very existence suggests a commitment on behalf of Duke University towards implementation and centralization of services designed to address individual problems in our minority student population.

Within its organizational structure, OMA has five divisions: (a) the *administrative support staff* consists of undergraduate students who assist the dean and the administrative secretary with clerical matters and general office operations; (b) the *ccounseling staff* is composed of graduate and/or professional students who offer peer counseling and advice to each minority undergraduate; (c) the *tutoring staff* is composed of undergraduate, graduate, and professional students who offer tutorial services in mathematics and chemistry; (d) the *research and development staff* conducts and offers statistical and historical research relevant to the programs, projects, and services of OMA; (e) the *executive staff* consists of the dean and the administrative secretary who organize and manage all OMA organizational and fiscal matters. Within the organizational structure of OMA, all staff members work to achieve the following objectives: to offer quality and humanistic counseling and advising for minority students; to advocate and promote quality human relations among the Duke University student body, faculty, and staff; to serve as a resource for student support services, faculty, and students on matters relating to minority students.

The major program components of OMA are: Counseling in Academic and Social Affairs (CASA), the Tutorial Program in the sciences and other courses, and the Duke

**PREVIEW** program (DPP). In coordinating these diverse services, OMA provides a mechanism through which these programs function.

The CASA program for undergraduates was designed to function as a supportive agency emphasizing various social, personal, and academic concerns. While providing specialized counseling services for minority students, CASA's primary functions have been to reach those students who may be experiencing difficulty, to assist them, and/or to refer them to support services which may be beneficial to them. Additionally, CASA works closely with students who are progressing well in the university while serving as a channel of communication for minority students. The CASA staff offers counseling through outreach, referrals, and organized group activities. Individual counseling, group learning, guidance-related activities, and professional activities are areas of concentration in the counseling process. CASA also encourages its counselees to explore and test their interests and skills in a variety of academic and professional fields.

In conjunction with the Departments of Mathematics and Chemistry, Physics, Biology, etc., OMA has initiated a tutoring program to facilitate higher achievement and improve the academic performance in these disciplines. The tutoring program offers individualized tutoring services for those students who need such assistance. Efforts are made to provide assistance as soon as possible through early identification. The tutoring program is free to all students who qualify for financial aid. The program also assists students in identifying tutors in other academic areas, if needed. Tutors meet weekly with the students and maintain continuous dialogue with CASA counselors, classroom instructors, university administrators, and university deans.

The Duke **PREVIEW** Program (DPP) was designed to ease the precollege student's personal transition from high school to college. This multiracial program introduces students to academic and student life at Duke University. The program offers concentrated academic experiences.

While simultaneously providing academic enrichment, **PREVIEW** through individual, group, and peer counseling provides supportive relationships to enhance the social growth of the participants.

The dean of the Office of Minority Affairs is responsible for the management and direction of all OMA operations. These include a broad range of responsibilities such as budgetary and payroll matters, research projects, official correspondence, individual and group counseling, public relations, and policy-making, and coordination of the CASA and tutorial programs. The dean of OMA maintains continuous dialogue with the Pre-Major Advising Center, the academic deans' staff, CAPS, the Office of Student Affairs, Student Activities, the Offices of Undergraduate Admissions and Financial Aid, the Religious Life staff, the Career Development Center, and numerous student organizations. All students are encouraged to utilize the services of the Office of Minority Affairs. Individual and group conferences with OMA staff members may be scheduled daily.

**The Office of Religious Activities, William H. Willimon, Dean of the Chapel.** The dean of the Chapel and a combined staff of twenty-two are responsible for providing a diversity of ministry which takes seriously Duke University as a pluralistic religious community. This broad ministry includes services of worship (both in Duke Chapel and in other locations in the university), programs of religion and the arts, opportunities to develop caring and serving communities, and opportunities to respond to critical social issues. Persons in the university are given an opportunity to help direct and shape this ministry and to participate in its many committees and programs. Chaplains and campus ministers are also available for individual counseling with students and others in the university community.

**Office for Residential Life, Richard L. Cox, Dean, 209 Flowers.** The dean for residential life is concerned with the development on the campus of a residential community supportive of a good educational experience. These concerns are addressed



by the dean and his staff through the housing of undergraduates in the residence halls, through advising students regarding personal problems, and through assisting students to plan and present educational and cultural programs within the residence halls. Over one hundred resident advisers (RAs), who are staff members of the Office for Residential Life, reside in the residence halls and are directly responsible for the satisfactory administration of the student residences and their programs. They are also available for counseling students and/or referring them to the various personnel services which provide specialized advice or counsel.

**The Office of Student Activities, Homai McDowell, Director, 101-3 Bryan Center.** The Office of Student Activities coordinates undergraduate group activities and advises both undergraduate and graduate clubs and organizations. The office serves as a liaison between the university administration and campus groups, clubs, and organizations. It is a clearinghouse for information on reserving rooms for film showings, meetings, and parties, as well as for information on obtaining services from other university departments.

The office offers workshops and other instructional and programmatic aids to promote the development of leadership and organizational skills within student groups, and to foster interaction among club officers. The office also administers the Student Affairs Leadership Assistance Program and coordinates the participation of clubs and organizations in such activities as the Black Student Invitational and various student activities fairs. The financial manager advises club treasurers and provides instruction in bookkeeping, budgeting, and fundraising.

Opportunities for learning a variety of job skills are available under the office's internship program. Student interns have opportunities to either design or develop their own jobs, or to get hands-on experience in areas such as advising, leadership training, university administration, programming, public relations, auditing, financial management, and data processing.

The office also coordinates community service projects, such as Share Your Christmas.

**Office of Student Life, Suzanne Wasiolek, Dean, 109 Flowers.** The dean for student life is responsible for advising individual students regarding personal or judicial problems. She also develops the orientation programs for first-year and transfer students. The coordination of the application of the general rules and regulations of the university and the files on student cocurricular honors, responsibilities, and membership are handled in her office.

The assistant dean for student life, Paul Bumbalough, works with all participants in the judicial process and coordinates the student advising system.

Dean Wasiolek and her assistant work with the First-Year-Student Advisory Council (FAC), which is composed of upperclass men and women who are selected for qualities of responsibility and leadership. Members of the FAC are assigned to a small group of first-year students and, during orientation, welcome their groups and help acquaint them with the university. The Office of Student Life also works with entering transfer students and the Transfer Committee, plans and implements Parents' Weekend, assists handicapped students, and coordinates the Student Health and Student Insurance policies.

**The University Union, Jake Phelps, Director, Bryan University Center.** The Bryan University Center, in the heart of the West Campus, is the hub of student, cultural, and service activities. It houses, among other groups, the University Union which brings students together in carrying out its stated purpose—to stimulate, promote, and develop the social, recreational, cultural, educational, and spiritual activities of the Duke University community. The union sponsors a broad program including lectures, concerts, recreational activities, dances, and exhibits adapted to the leisure time interests and needs of individuals and diverse groups within the university and Durham com-



munities. Also included under its auspices are services such as the Scheduling and Information Office and a copy facility; Student Locator Service; video-screening room; and creative opportunities such as the Craft Center, original film productions, and the campus' closed-circuit cablevision broadcasting system. While most of these activities are headquartered in the Bryan University Center, the union programs are campus-wide.

**The Women's Center, Martha Abshire Simmons, Director, 101-5 Bryan Center.** The Women's Center, an office serving both women and men, develops activities and programs to address advocacy and support for women's and gender issues. Programming focuses on three specific areas: health, safety, and personal and professional development. The center works in cooperation with other departments, such as the Women's Studies Program and Counseling and Psychological Services, to involve undergraduates, graduate and professional students, and faculty and staff, with primary emphasis on the student population. It also advises a diversity of students and groups, including sororities and politically oriented groups. Coordinated by a director, in conjunction with an advisory board, the Women's Center is located in the Bryan Center.

## Student Health Services

**Student Health Program, Howard J. Eisenson, M.D., Director, Pickens Building.** The Student Health Program is administered by the Department of Community and Family Medicine, Duke University Medical Center. Medical services are provided by board-certified family physician faculty, physician assistants, and nurse-practitioners.

PICKENS HEALTH CENTER (684-6721), located on the corner of Erwin Road and Trent Drive, is the primary location for medical care. Students are seen by appointment Monday-Friday, 7:00 A.M.-8:00 P.M., Saturdays from 10:00 A.M.-2:00 P.M., and Sundays from 2:00 P.M.-5:00 P.M. A wide variety of services are available:

Primary care services for illness and injury	Travel advice and immunizations
Health promotion/disease prevention services	X-rays
Gynecologic care	Cold/flu self-help table
Health education	Allergy immunizations
Sports medicine	Nutrition counseling
Laboratory	Pharmacy

In order to allow coordination of appropriate care, students are encouraged to use the Pickens Health Center as their portal of entry to other health resources when needed, including the specialty clinics at Duke University Medical Center.

**For problems arising after hours**, students should call the Infirmary (684-3367). After consulting with the physician on call, the nurse may advise the student to come to the Infirmary or to the Duke Emergency Department (684-2413) for further evaluation. In the event of an obvious life-threatening emergency, students should go directly to the Emergency Department. If necessary, Duke Public Safety (911 or 684-2444) will provide on-campus transportation to the Emergency Department, the Infirmary, or Pickens Health Center.

**THE INFIRMARY** (684-3367), located on the fourth floor of Duke University Hospital-South Division, Purple Zone, provides inpatient treatment of illnesses too severe to manage in the residence hall or apartment, but not requiring hospitalization. The Infirmary is open during the regular academic year, and is closed during the summer and winter recesses.

**HEALTH EDUCATION.** The health education component is headquartered at 2210 Elba Street. A satellite office and resource center is maintained at the PICAD Office, 113 House O (next to the Phi Psi section) on West Campus. Call 684-3620 for information or

an appointment in either location. Health education staff are available, by appointment and on a walk-in basis, to assist students in making informed decisions that promote their health. Topics of concern include:

Sexually transmitted diseases, including AIDS	Diet and nutrition
Alcohol and drug use and abuse	Contraception
Stress management techniques	Sexuality
Smoking cessation	Exercise

**SPORTS MEDICINE SERVICES.** Card Gym Sports Physical Therapy is located on West Campus, in the basement of Card Gym. A physical therapist is available from 3:00-7:00 P.M. weekdays, on a walk-in basis, to assess exercise-related problems, and to outline short-term treatment plans to aid recovery and help prevent re-injury. The Sports Medicine Clinic is located on the third floor of the Finch-Yeager Building adjacent to Wallace Wade Stadium. There students may be seen by a student health physician, by appointment (684-6721).

**COUNSELING AND PSYCHOLOGICAL SERVICES** (660-1000) is a complementary service to the Student Health Program. Mental health and career counseling services are available, as detailed in the CAPS section of this bulletin.

**HEALTH FEE.** All currently enrolled full-time students and part-time degree candidates are assessed a student health fee. This covers most services rendered within the Student Health Program during each enrolled semester. A complete description of services covered by the health fee is in the Student Health Program brochure distributed to all entering students. An optional summer health fee for students not enrolled in Summer Session but registered for upcoming fall classes is available through the Office of the Bursar.

**HEALTH INSURANCE** is essential to protect against the high cost of illnesses or injuries which require hospitalization, surgery, or the services of specialists outside the Student Health Program. All students are strongly encouraged to be certain that they have such insurance. For those not adequately covered by other insurance, the Duke Student Insurance Plan (underwritten by Blue Cross and Blue Shield) is specifically designed to complement the coverage provided by the student health fee. Coverage for the student's spouse and dependent children may be purchased. This insurance covers students both on and off campus, throughout the one year term of the policy. Further information about this plan may be obtained from the Student Insurance Office (684-6455) or from Hill, Chesson, and Associates (489-7426).

### **Policy Regarding Medical Excuses.**

1. Class absences may be excused only by the academic dean upon certification from Student Health Program practitioners. Such certification must indicate that the illness (a) is of such a nature that it is necessary to restrict a student's activities and/or (b) medication has been prescribed which may impair the student's ability to study or attend class; and/or (c) the student has been a patient in the university Infirmary. In cases where illness occurs away from campus, appropriate information must be presented to a student health clinical provider.
2. Absences cannot be excused by the dean if they result from minor illnesses which do not require that a student's activities be restricted or if Student Health Program staff were not contacted during the actual time of the illness.

Students who have any questions concerning these policies and procedures or individual cases should contact their academic dean.

**Confidentiality.** Release of health information requires prior permission of the student involved. However, a member of the dean's staff is notified when a student is

admitted to the hospital for a medical or surgical problem, or admitted to the infirmary. This notification allows the appropriate university officers to provide students with assistance necessary for meeting their academic obligations, and with such other support as may be helpful and appropriate. The information shared may include the student's condition, name of the attending physician, and anticipated duration of confinement. The diagnosis and other details are not shared without permission.

### IMPORTANT TELEPHONE NUMBERS

Scheduling Appointments at Pickens Health Center: 684-6721

Student Health Program Administration: 684-3620

University Infirmary: 684-3367

Health Education: 684-3620

For Emergency Transportation (University Public Safety) day or night

On campus: Campus Police: 684-2444

Off campus: Durham Ambulance Service, Durham telephone: 477-7341

Upon arrival on campus, all students receive a detailed description of the Student Health Program and the services covered by the student health fee. Additional copies of this information are available at Pickens Health Center and the Office of Student Life.





## Department of Housing Management

**Fidelia Thomason, Director, 218 Alexander, Apartment E.** The Department of Housing Management, an Administrative Services Division auxiliary, is responsible for residence hall and apartment facilities on East, West, Central, and North Campuses. The department has responsibility for the following services: physical maintenance of the residential buildings with work performed by the Facilities Planning and Management Department in the residence halls and Housing Management in the apartments, custodial care of the residential facilities, key issue and control (rooms and buildings), storage of personal effects, and control of furniture and equipment. Housing Management is also responsible for summer assignments and graduate student academic year and summer assignments in Central Campus Apartments. Business matters related to residential fees and rents come under the purview of the department. Residence hall and apartment business matters should be discussed with the Housing Administration Office, 218 Alexander, Apartment B. Questions about a student's facility service needs should be discussed with the residential area service office: 101R House D, 684-5486, for residents of main West Campus except Few; House VOO, 684-5559, for residents of Few and Edens; Hanes House desk, 684-5394, for residents of Hanes, Hanes Annex, and Trent; Gilbert-Addoms desk, 684-5320, for residents of East Campus; and 217 Anderson Street, 684-5813, for residents of Central Campus.

## Office of Alumni Affairs

**Laney Funderburk, Director, 614 Chapel Drive.** The Alumni Affairs Office initiates and sponsors a variety of activities and services linking Duke students with one of the university's best resources—its alumni. Students are encouraged to take advantage of the Duke Network and the Conference on Career Choices, thereby strengthening student-alumni relationships.

The class pictorial directory for first-year students, one of the most closely read books received, is sponsored by the Duke Alumni Association and published by Alumni Affairs. Many get-togethers are planned for new and current students, both on and off campus. Also, the Alumni Office staff assists the undergraduate class officers in planning activities and promoting projects.

The president of ASDU and undergraduate class presidents serve on the Board of Directors of the Duke Alumni Association and its committees. *Duke Magazine*, published bimonthly by Alumni Affairs, is offered by subscription to parents of students.

## Career Development Center

**John H. Noble, Director, 215-A Page Building.** The mission of the new Career Development Center is to educate the students of Duke University in the arts of self-assessment, career exploration, career planning, and job hunting with the goal of helping them develop rewarding and fulfilling careers. The center primarily serves the students and alumni of Trinity College, the School of Engineering, and the Graduate School.

Career counselors are on staff helping students early in their lives at Duke to begin the process of discovering career interests. Career specialists then help students focus on specific career fields, including business, education, engineering and computer science, health and life sciences, government and public sector, public and community service, and media and the arts. Career specialists also work closely with the faculty and deans of Trinity College in directing students' interest towards effective application to graduate and professional schools.

Programs and services of the center include the Career Apprenticeship Program offering semester-long internships in local area businesses, the Health Careers Volunteer Internship Program offering experiences at the Medical Center and elsewhere in Dur-

ham, the Service Learning Project offering stipends for summer work in community service, the On-Campus Recruiting Program offering interviews for summer and permanent positions with a wide variety of national organizations, and the Credential Service which collects and sends letters of recommendation.

*The Career Spectrum*, a weekly career newsletter, is designed to keep students constantly aware of career-related opportunities on- and off-campus. Announcements of job openings, career seminars, workshops, and information sessions are announced each week. The Career Library and Resource Room provides a wealth of printed and database materials on specific career fields and specific employers. DukeSource is the center's group of hundreds of alumni/ae career advisors from all over the country and overseas who have volunteered to help Duke students find out more about specific career fields and job-hunting strategies within those fields.

CareerSource, a new on-line computer career database, provides information at computer clusters located throughout the university. By using CareerSource, a student may review bulletins, information about the center, review summer and full-time job listings, and register to participate in center programs.

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## *Academic Information*





## Miscellaneous Academic Policies and Procedures

### PROCEDURE FOR RESOLUTION OF STUDENTS' ACADEMIC CONCERNS

Trinity College provides formal educational opportunities for its students under the assumption that successful transmission and accumulation of knowledge and intellectual understanding depend on the mutual efforts of teachers and students. Ideally, the college offers a range of learning experiences in which students strive to learn enough to be able to test their ideas against those of the faculty, and faculty, through the preparation of course materials and the freshness of view of their students, discover nuances in their disciplines.

Sometimes, however, student-faculty interrelationships in certain courses give rise to concerns that, for whatever reason, can inhibit successful teaching and learning. When this occurs students often need assistance in resolving the issues.

The faculty and administration of Trinity College attempt to be genuinely responsive to all such matters and a student should not hesitate to seek assistance from faculty and administrative officers in resolving problems.

Questions about course content, an instructor's methods of presentation, the level of discourse, criteria for evaluation of students, or about grades or administrative procedures in a course, should be directed to the instructor of the course. If a student believes that productive discussion with the instructor is not possible, courtesy requires that the instructor be informed before the student refers questions about the course to the director of undergraduate studies or, in his or her absence, to the chairman of the department. If a student's concern involves a departmental policy rather than an individual course, the student should first confer with the director of undergraduate studies in the department. A list of the names, addresses, and telephone numbers of the various directors of undergraduate studies can be found in the *University Directory*. Staff members in the department offices can assist in arranging appointments with the directors. When necessary, directors of undergraduate studies may refer students to the department chairman.

A student in doubt about how to proceed in discussing a particular problem, or who seeks resolution of a problem, is encouraged to confer with an academic dean of Trinity College.

In those exceptional cases where a problem remains unresolved through informal discussion, a formal procedure of appeal to the associate dean and dean of Arts and Sciences and Trinity College is available. A student may initiate this more formal appeal procedure by bringing his or her problem—with assurance of confidentiality, if requested—to the attention of the associate dean of Arts and Sciences and Trinity College, who will request information about the nature of the issue and about the earlier efforts made to

deal with it. The dean of Arts and Sciences and Trinity College will be informed about the situation.

## Statement on Sexual Harassment of Students

**Definition.** Sexual harassment in an academic environment is understood to be the intentional misuse of authority by a faculty member or an administrator by conduct focusing on the sexuality of a student in the academic context.

**Examples.** Sexual harassment can take a variety of forms, from verbal suggestion or innuendo and repeated physical overtures to requests for sexual relationships accompanied by implied or overt threats of inducements concerning a student's grades, recommendations, academic progress, or professional standing.

**Policy.** Sexual harassment may be egregious or less serious. Regardless of degree, it abuses academic relationships and has no place in the university. Appropriate sanctions will be imposed. Sexual harassment may rise to the level of misconduct justifying dismissal.

### Procedures.

1. The provost will appoint a committee consisting of two faculty members, two students, and two administrators, with an equal number of men and women. The terms of service will be for two years, renewable twice, and the terms will be staggered. In addition, he will appoint a professional counselor as a staff member of the committee. The Executive Committee of the Academic Council will nominate the faculty members of the committee; the provost will select two students, one male and one female, from a slate of nominations submitted by ASDU and by the Graduate and Professional Students Council. After consultation with the Executive Committee of the Academic Council, the provost will appoint the two administrators from the ranks of those administrators who are not academic deans nor have reporting relationships to academic deans. They might, for example, be appointed from the Office of Student Affairs or from the Office of Counseling and Psychological Services.

The Executive Committee of the Academic Council, after consultation with the student organizations, will nominate one of the two faculty members to chair the committee. The chairman should be encouraged to accept the appointment for at least two terms.

2. The names and office numbers of the members of this committee shall be publicized, and *students shall be invited to discuss with any member of the committee any incident that a student perceives as sexual harassment*. Committee members will inform the chairman, when it appears appropriate, of such contacts and may discuss the incident informally with other members of the committee.
3. The chairman shall convene the committee if further action is considered necessary.
  - a. Prior to the time the committee determines whether a complaint should be formally investigated, one or more members of the committee may discuss the complaint with the faculty member or administrator without in any way disclosing the identity of the complaining student.
  - b. Committee members (or the committee) in discussing the complaint with the student should offer counseling services through the committee and should explain the options of mediation and resolution and fact-finding for determining probable cause. After the initial discussions, the committee member (or the committee) and the student may come to the conclusion that sexual harassment did not, in fact, occur, and the case shall be dropped.

- c. After the discussion with the complaining student and any informal discussion with the faculty member or administrator, the committee shall determine whether to initiate a formal investigation of the complaint. If the committee decides to initiate an investigation, the accused faculty member or administrator shall be informed and the name of the complaining student disclosed to him or her.
  - d. In carrying out the investigation, the involved faculty member or administrator shall be apprised of the evidence that had been submitted to or gathered by the committee. The faculty member or administrator shall be given a fair opportunity to respond to such evidence as well as to present any additional evidence that the faculty member considers relevant.
  - e. After this investigation the committee may find that the incident does not warrant further proceedings or may resolve the dispute in a manner that is accepted by all parties involved. If the dispute cannot be resolved in one of these two ways, and the committee has found probable cause, the committee shall forward the information it has collected, a report summarizing this information, and the committee's evaluation of the information to the dean of the school of the accused faculty member or administrator.
4. The dean, after considering the information presented to him by the committee, shall determine the action which he or she considers appropriate. The dean shall inform the faculty member or administrator by letter of the dean's decision and of the faculty member's right to a hearing. If the faculty member does not request a hearing, the letter shall become a part of the faculty member's file and the specified corrective action shall be taken.
  5. If the complaining student or the faculty member requests a hearing, a hearing shall be held to determine whether the faculty member has engaged in sexual harassment.
    - a. The hearing shall be held before the provost or his designate who shall determine the procedures to be followed. If the provost finds that no sexual harassment occurred, no action shall be taken against the faculty member and no record of the complaint shall appear in his/her file. If the provost finds that sexual harassment occurred, he shall so inform the parties and determine any corrective action to be taken. The decision of the provost may be appealed, by either the student or the faculty member, to the president.
    - b. If the corrective action determined by the provost is dismissal, a further hearing shall be conducted in accordance with the procedures for cases involving faculty dismissal (See Appendix C, Section V).

#### **Records.**

1. The chairman of the committee shall keep records of each complaint. These records should, at least, include (1) the sex of the complaining student and faculty member or administrator involved, (2) the student-faculty or student-administrator relationship, (3) the school or department involved, (4) the nature of the complaint, and (5) the action of the committee. These records are for the internal use of the committee only; they should be retained in the committee files for ten years and then destroyed.
2. The committee shall prepare an annual report of its activities, which shall retain complete confidentiality as to the names of persons involved. This report will be sent to the president, the provost, the Executive Committee of the Academic Council, ASDU, and the Graduate and Professional Students Association.



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## *Residential Information*



## Residential Facilities

### TRINITY COLLEGE THE SCHOOL OF ENGINEERING

The university adheres to the premise that social regulations and activities of the various living groups must be supportive of the general welfare of the total university community and must be protective of the interests of individuals and minority viewpoints within each living group. Most of these regulations are enforced by the members of the community. In addition to the social regulations formulated by each living group, there are certain policies specified by the university that apply to students living within the residence halls and pertain to the safety and security of students and the orderly functioning of the dormitories. Within the framework of the regulations of the community, individual students are responsible for their own decisions and choices. Any student or group of students may recommend a change in the regulations by presenting a proposal to the Residential Policy Committee, an advisory committee on matters of housing to the dean for residential life.

The residential facilities of Trinity College and the School of Engineering are available to all full-time single undergraduate students who have been in continuous residence since their matriculation (this includes transfer students) as well as to students on leaves of absence or off-campus, provided they have filed the appropriate papers by established deadlines to the housing coordinator in the Office of Residential Life. Duke University residential facilities include residence halls and Central Campus Apartments. While every undergraduate who matriculates as a first-year student is guaranteed four years of university housing so long as he/she remains a full-time student, he/she may live in university housing for no more than four years. Students who enroll in graduate or professional programs prior to receiving the undergraduate degree (such as "three/two" programs) are not eligible for undergraduate housing during their fifth year.

**First-Year Student Residence Halls.** First-year students reside in all-first-year student houses, the majority of which are coed, clustered on three of the four residential areas. The housing assignments are made by lottery to the houses. Within the residence halls, single, double, and triple rooms are available.

**Upperclass Residence Halls.** Upperclass students live in coed and single-sex residence halls on East and West Campuses. There are two types of living groups: independent lottery and selective. The independent lottery living groups have their spaces filled by a general housing lottery. The selective living groups, which include the fraternities, select their members. Included among the selective houses are academically

sponsored theme houses such as the Decker Tower Language House, the Mitchell Tower Arts House, the Round Table Community Service Theme House, and the Anne Firor Scott Women's Studies House. Within all of the upperclass houses, except those located in Edens, there are triple as well as single and double rooms.

**Central Campus Apartments.** Located on Central Campus is a complex of university owned and operated apartments which accommodates over 750 undergraduate students. The remainder of the complex houses a cross-section of students from various schools and colleges of the university. This facility is part of the undergraduate lottery space, and assignment to this space satisfies the university's guarantee to provide eight semesters of housing.

## Residential Regulations

(See also Student Life Section for additional information.)

In its residential policies and procedures, Duke University seeks to foster a climate of responsibility, initiative, and creativity on the part of individuals and living groups. A successful residential community is one in which students take pride in their physical surroundings and assume active responsibility for the maintenance of acceptable standards of public behavior in their living areas.

While students are entitled to a general expectation of privacy within the confines of their own individual rooms (although, of course, extraordinary and compelling circumstances may occasionally require that this expectation be institutionally suspended), the university emphatically refuses to regard either students' immediate living quarters or their commons areas as privileged sanctuaries where students may act with absolute impunity and without regard to minimum standards of civility, decency, and respect for the rights of other members of the university community. Moreover, occupancy of an individual room or of a residence hall does not confer any proprietary interest or right of ownership on the part of the living group as a whole. The student and the living group are both properly viewed not as *owners* but as *custodians* of that living space (with all of its physical amenities) which has been assigned to them. Inherent in this custodial relationship, of course, is the right of the university to promulgate criteria governing the circumstances under which this relationship may be entered into, may be maintained in good standing, or may be terminated.

While the majority of problems incurred between or among roommates can be resolved by the students, with or without assistance, there are some cases in which a stalemate occurs. The Office of Residential Life will, in those cases, reserve the right to convene an arbitration board to resolve the problem. The decision of the board is final.

**Residence Hall's Security Systems.** All residence halls are locked twenty-four hours a day. Residents have access by using their DukeCards. Other Duke students have access to all those living groups which have voted such access between the hours of 9:00 A.M. and 2:00 A.M.; otherwise, access is gained by use of telephones which are installed at the front door of each living group. DukeCards are not to be loaned or borrowed.

**Signing Out.** There is no requirement that a student leave a record of his or her whereabouts if he or she leaves the Duke campus. However, in order that students can be located when needed in an emergency and in the interest of students' safety, it is recommended that students leave records of their whereabouts and anticipated time of return with the residential staff or with roommates when they are out of the residence hall.

**Meetings in Residence Halls (use of Residential Lounge Facilities).** Lounge facilities are provided within the residence halls for the use of those Duke University students living in the residential unit in which the lounge is located. Use of the lounge must conform to all regulations established by the university and individual units.



Permission for students or groups of students who are not members of the residential unit to use the lounges must be secured in advance from the House Council of the resident unit and should be reported to the service manager. Any use of lounges must be approved and registered with the House Council. The care of the facilities within the lounge areas is the responsibility of the residential unit. Any group given permission to use the lounges is responsible to the residential unit for any damages which might occur as a result of their use of the area. Housing Management will hold the residential unit responsible for damages or necessary cleaning.

**Guests.** A student may not have guests over the objection of his/her roommate(s). Students may have overnight guests for reasonable periods of time subject to the specified residence hall visitation policies for each residential unit and with the permission of his/her roommate(s). However, continued use of a residence hall room or Central Campus Apartment by person or persons other than those to whom the room or apartment is rented is prohibited. Overnight guests should not be entertained during examination periods. The colleges reserve the right to ask a guest to leave if university policies and residence hall regulations are not obeyed or if complaints are received from members of the resident community. Violation of any of these regulations could lead to nonresidents being charged with trespassing and residents (both guest and host) having their housing licenses revoked.

## **HOUSING LICENSE**

Prior to occupancy of space in a university residence hall or Central Campus Apartment, each student must sign a housing license. Licenses for the residence hall and Central Campus Apartments must be filed with the housing coordinator in the Office of Residential Life. Refer to the appendices for copies of the residence hall license and the Central Campus housing license.

## **REVOCATION OF THE HOUSING LICENSE**

Residence hall occupancy should be understood as a privilege which is to be maintained under certain standards. This includes abiding by the terms of the housing license as well as upholding general standards of civility, decency, and respect for the rights of other members of the university community.

All terms of the housing license (see Appendix A for copies of the residence hall and Central Campus licenses) are designed to protect the health and safety of students and to provide for the comfort and privacy of students who have contracted to occupy university housing.

Any conduct which reflects a serious disregard for the rights, health, safety, and security of other occupants of university housing will be reason for revocation of this license and/or disciplinary action. Such conduct includes, but is not limited to, tampering with fire and security equipment or use/possession of firearms, weapons (including starter pistols), and explosives (including fireworks). When a license is revoked due to disciplinary action, the university will not refund any portion of the payment for the semester in progress.

In addition to violators of specific housing license terms, a student who has been a repeated violator of housing terms and/or university regulations or who has shown blatant disregard for others is subject to eviction.

## **HOUSE DUES POLICY**

Duke University has a strong commitment to a residential community supportive of a good educational experience. The activities of each residential house which contribute to this experience are possible only through a financial commitment of the members of that house. Therefore, students living within a residential hall are obliged

to pay the dues upon which the residents agree. (It should be noted that the university has taken this obligation into account when determining a student's financial aid package.)

1. It is required that house dues be agreed upon by at least a two-thirds majority vote of the living group membership in a well-announced meeting attended by at least three-fifths of the members or through a poll of all residents. Further, it is understood that this is a private matter between the individual and his/her living group. Each living group is required to set dues to a \$25 per person minimum for each semester.
2. Students who move from one living group to another can expect a prorated refund from their former living group and are expected to pay prorated house dues to the new living group.
3. Students who have accepted membership in a particular living group in which they continue to reside and, at a later time, accept membership in another group shall be obligated to pay dues to both groups unless a written agreement is negotiated with the groups involved.
4. Independents involuntarily placed in fraternity sections, or in independent selective living groups, or fraternity men involuntarily placed in independent sections are not obligated to pay house dues. They may choose to pay social dues if invited to do so by the fraternity or the independent house; however, they are obligated to pay a small annual fee (\$10 per semester) if they use the commons room and television.
5. Should a selective living group be unable to fill its assigned space with its members, up to 10 percent of the space (with approval of the Office of Residential Life) may be allocated to "affiliate" members who have a contractual financial arrangement with the selective group. Such persons have full social privileges within the selective group and are often referred to as "friends of the house."

## ASSISTANCE FOR LIVING GROUPS IN COLLECTING DUES

The Office of Residential Life will assist in collecting dues *only if* house treasurers submit to that office a list of those delinquent in payment along with their P.O. Box numbers by October 4 for first semester dues and February 7 for second semester dues along with a statement indicating that portion of dues which is used to buy alcohol (the Office of Residential Life will not assist in the collection of living group dues which are used to purchase alcohol). In order to have the assistance of that office in collecting dues, house treasurers *must* attend the Student Affairs Workshop for house treasurers during the fall semester. Also, there must be a statement that the treasurer has personally contacted all students delinquent in paying dues.

**Appeals.** Every house must make available to all students the option of appealing in-house for a waiver of dues. It is recommended that appeals be heard in a closed meeting of the appellant and the house treasurer (and, perhaps, house president) with the resident adviser as observer and adviser. The contents and decision of such appeals are to be held in the strictest confidence. When a waiver is granted, it may be assumed, unless otherwise specified in the decision, that the appellant retains all social privileges in the house. The hearing panel may recommend full payment, installment payment, or nonpayment. All students must pay a fair-share portion of the damage fees. Decisions of the hearing panel may be appealed to the appropriate judicial body.

**N.B.** Joining a fraternity or a sorority, participating in other organizations, taking no interest in activities of the living group, or deciding to spend one's discretionary funds in another way do not constitute valid grounds for exemption from paying dues.



**Sanctions.** Graduating seniors failing to pay living group dues which have been properly established will be referred to the Office of Student Life for appropriate judicial action. Other students failing to pay living group dues which have been properly established must move to another location (a) determined by the Office of Residential Life at the end of the fall semester or (b) determined by the general lottery at the end of the spring semester for the following fall term, whichever is appropriate. If entering the lottery in the spring, such students will be grouped behind all other students entered into the lottery. Students joining selective living groups who fail to pay dues will be denied housing privileges.

## **LIVING OFF-CAMPUS**

Students above the first-year student level who wish to live off campus should file the appropriate forms with the housing coordinator.

If a student plans to live off campus and return to university housing at a later time, he/she *must* request by the deadlines published by the Office of Residential Life that his/her housing deposit be held up to one calendar year, after which it would be refunded and the housing guarantee revoked. Such requests should be made by completing the appropriate form in the Office of the Student Housing Coordinator in the Office of Residential Life.

## **POLICY FOR REFUND OF RESIDENTIAL DEPOSITS, RENT PREPAYMENT, BOARD PAYMENTS, AND RENTS FOR STUDENTS IN UNIVERSITY HOUSING**

**Residential Deposits.** The one hundred dollar (\$100) residential deposit paid upon matriculation to Duke will be refunded if the Office of Residential Life is notified by the currently enrolled student prior to July 1 of his or her intent to move out of university housing for the fall semester and by December 1 if cancelling for the spring semester.

**Fall Rent Prepayment.** The fifty dollar (\$50) rent prepayment will be refunded if the Office of Residential Life is notified by the student prior to the last day of spring semester classes of his or her intent to move out of residence hall housing.

**Move from Residence Halls to Central Campus Apartments.** Students who move from the residence halls to Central Campus Apartments will have their room rent payment credited to the Central Campus Apartment rent and will receive full refund of unused board payment (unused points) if the board contract is terminated at the time of the residence hall cancellation. Students also have the option of maintaining or changing the board contract at this time.

**Cancelling a Central Campus or Residence Hall Assignment.** Undergraduate students in Central Campus who wish to move off campus, to move to the residence halls, to take a leave of absence, or to withdraw from the university should contact the Office of Residential Life to request cancellation of the contract. Request for cancellation due to a leave of absence or withdrawal from the university will be granted. A request for cancellation to move off campus or to the residence halls will be granted only if an eligible replacement (eligibility is determined by the Office of Residential Life) is found to move into the space created by the cancellation. If a student has been released from the housing license by the housing coordinator and is eligible for a refund of unused rent, the amount will be determined by the date of written notification or the date of vacating the apartment, whichever is later.

Undergraduate students assigned space in the residence halls who wish to cancel their assignment must notify the Office of Residential Life in writing. Students who cancel their assignments after the contract has begun will be entitled to a refund of the unused rent, the amount to be determined according to the date the keys are returned to



the service office and/or the date Housing Management inspects the room and confirms that the space has been vacated. Refunds of unused board payment (unused points) will be given if the board contract is terminated at the time of room cancellation.

## **FIRE SAFETY**

Open fires are not permitted on Duke University property except as approved by the Safety Office. Fires must be reported to Public Safety and Housing Management. Residents will be charged for fire damage resulting from neglect.

## **PRIVACY OF STUDENT'S ROOMS AND APARTMENTS**

Students who reside in university residences are assured the privacy of their rooms and apartments and freedom from the admission into or search of their rooms or apartments by any unauthorized persons; however, the university is obligated to maintain reasonable surveillance of the residential areas to promote an environment consistent with the aims of an academic community. To foster these conditions the following regulations are now in effect:

1. Housing Management personnel may enter assigned rooms or apartments at reasonable hours on days designated by either bulletin board notices or similar prior notification for the purpose of carrying out their assigned tasks and functions. Other personnel may enter assigned rooms when accompanied by proper authorization from the appropriate administrative official (see section 2 (c) below). In the case of residence halls, this notification, when feasible, shall be posted on the residence hall bulletin board stating what dates rooms will be entered. Maintenance personnel may enter assigned rooms or apartments at reasonable hours for the purpose of carrying out their assigned tasks and functions. Housing Management personnel attempt to inspect the maintenance work done within twelve (12) working days to validate satisfactory completion of such work. Employees in the above categories may report on the condition of university facilities and equipment, on violations of the housing license, or on situations which jeopardize the overall health and safety of the residence hall population. All personnel in the above category shall leave written notice stating the purpose for entering. Upon receipt of this notice the occupant may contact the area Service Office to discuss the entry. The written notices must, as well, advise the occupant that subsequent investigation or repair may henceforth occur at any time during the normal work week of Housing Management or maintenance personnel. (Note: General rule or enforcement procedures will not be founded on information relating to the personal contents of rooms from personnel mentioned unless such contents are specifically prohibited by university regulations or by the housing license published in advance.)
2. No person, with the exception of those listed in section 1 above, shall enter assigned rooms or apartments except under the following conditions:
  - a. consent of the occupant(s); or
  - b. presentation of a properly drawn legal search warrant; or
  - c. presentation of a written authorization from the dean for residential life, the dean for student life, or their representatives, as appropriate; or
  - d. emergency situations or immediate threat to preservation of the building and the safety of occupant(s) and/or the residential population.
3. Reports made as a result of inspections related to physical facilities and/or furnishings will be handled by the Department of Housing Management in accordance with the existing residential regulations as published in bulletin form by the university.

4. Written authorization from the deans must specify the reasons for believing such a search is necessary, the objects sought, and the area to be searched.
5. The request for a search, if approved by the designated authorities, shall be kept in records with the authorization until the time of the student's graduation and shall be available to the student for examination. The records will be kept completely separate from the student's permanent record. Should the search figure in any trial proceeding within the university, the authorization shall be attached to the trial record; if no action is taken following an authorized search, notation of this fact shall be filed with the authorization. No action shall be taken in regards to objects found but not specified on the authorization of the search.

In the absence of a legally drawn search warrant, no general searches shall be conducted by university personnel except with the possession of the written authorization of all these above-mentioned deans, stating the reasons for the search and the specified objects sought, or under circumstances deemed to be of extreme emergency by these deans or the officer on each campus in charge of maintenance.

## **CARE OF RESIDENCE HALL ROOMS AND ADJACENT CAMPUS AREAS**

Though limited custodial services for common use areas are available, a student is responsible for the care of his or her room and furnishings and is required, as a condition of occupancy, to keep the room reasonably clean and orderly. The university reserves the right for personnel to enter at reasonable hours to inspect the condition of any student's room in accordance with the current privacy policy.

Nails, screws, tacks, or adhesives on any walls or woodwork of the residence are prohibited. The utilities, wiring, locks, or screens should not be altered in any way. (See Housing License for more detailed information.)

Games and other activities which may damage lawns or shrubbery adjacent to residence halls are not permitted. Defacing or painting buildings and adjacent installations, sidewalks, trees, and shrubbery is prohibited.

No student shall enter custodial, utility, or maintenance spaces within the residence halls unless accompanied by university-authorized custodial or maintenance personnel. Use of roof areas is prohibited.

Complaints and requests pertaining to maintenance and services should be reported to the Service Office in the appropriate residential area.

Housekeeping services such as cleaning the bathroom, sweeping, mopping, vacuuming, and trash removal will be provided on weekdays during the academic year (excluding holidays) in common areas of the residence halls. Cleaning of individual rooms is the responsibility of the resident(s).

Living groups are expected to take responsibility for cleaning up after parties and other events that create extraordinary messes. Any extraordinary cleaning that must be performed may be charged to the living groups. Inasmuch as housekeeping time spent on extraordinary clean-up is time spent away from the normal duties of keeping the buildings clean, extraordinary clean-up may be deferred until such time as the normal housekeeping tasks are complete. Extraordinary cleaning is generally defined as clean-up of (1) excessive trash, (2) conditions that present hazards to people, furnishings, or buildings, such as broken glass, standing liquids, flammable trash and health hazards, and (3) other conditions that require unusual effort, such as removal of eggs, shaving cream, etc. A cleaning supplies closet has been designated for each living group's use. Members of the living group have 24-hour access to and responsibility for the cleaning equipment provided by Housing Management. Each closet contains a mop, mop bucket, broom, dustpan, soap, toilet tissue, Barf Clean, and trash bags.

All living groups are responsible for cleaning trash beyond the normal amount on the grounds adjacent to their residence halls. Failure to have the grounds cleaned before



10 A.M. the day after an event will result in a minimum charge of \$25 to be determined by the Facilities Planning and Management Department; however, the enforcement procedure indicated in the above paragraph is also applicable to failure to clean grounds adjacent to the residence halls.

Extra trash containers are available from the Facilities Planning and Management Department by calling 684-3611 at least two days prior to the event.

**Damage Policy.** Students will be held responsible for damages that occur in their rooms and apartments. Living groups will be charged for damage to public areas of the houses. Students and living groups will be billed and may appeal charges in accordance with procedures published by the Department of Housing Management. (See the housing licenses and handbooks for information. Additional information may be obtained from the Department of Housing Management.) Living groups similarly will be charged for damage to public areas, equipment and furnishings, buildings, sidewalks, shrubbery, and lawns; repair costs will be billed to the students in accordance with procedures established by the university after consultation with the Residential Policy Committee. Damage to the residence halls which costs less than \$50 is not charged to the living group. (See below for the exceptions of excessive cleaning of commons areas.) At the end of each academic year, outstanding living group charges will be divided equally among the group's members and charged to their bursar's accounts. Littering which causes excess work to clean will be charged to the students and living groups involved.

During the fall semester 1987, the damage policy outlined below was approved by the Residential Policy Committee (RPC) in consultation with ASDU, IFC, UHA, and the Council of First-year Student Presidents.

Periodically, the Department of Housing Management will supply the Office of Residential Life with the statistics necessary to calculate the damage index which is formulated as follows and reflects the number of damage dollars per resident:

$$\frac{\$ \text{amt. of invoice} + (\# \text{ incidents} \times \$100)}{\# \text{ of residents}}$$

Once the damage index is calculated, it is compared to a standard damage index. This figure may be reviewed periodically and adjusted to reflect changing behaviors that result in a lowered standard index. (The standard index for 1990-91 was 2.0.)

If a living group's damage is:

- |                     |   |
|---------------------|---|
| 2 • standard index, | the group will receive a probation letter that will remain in effect for the remainder of the academic year.  |
| 3 • standard index, | the group will be denied use of its commons room for a weekend, defined as Friday afternoon to Monday morning. When a commons area is closed, the space may not be used for any purpose during that period. |
| 5 • standard index, | the group will be denied use of its commons room for three weeks.   |
| 7 • standard index, | the group will be denied use of its commons room for five weeks.  |

**N.B.** A living group which previously has been denied use of the commons room for five weeks and fails to reduce its damages to the standard index will subsequently be referred to the Undergraduate Judicial Board; however, a group may be referred to the Undergraduate Judicial Board no more than two times. The third time the group will appear before a hearing panel to determine if dissolution of the group is justified.

Indices will be recorded month by month and cumulatively. If a group is sanctioned one month and fails to hold its damages to the standard level during the remainder of



the academic year, the sanction will be one level higher than the previous sanction. Cumulative damage indices will be compared with a cumulative standard level (standard index • month of the academic year) and sanctioned according to the above guidelines.

Any reported cases of necessary excessive cleaning of public areas, the cost of which is not levied against the living group, will be considered as another incident to be included in that group's damage index.

## **STORAGE**

During the academic year, Housing Management provides storage for empty trunks and luggage without charge in the area designated for each residence hall. Students should consult their service offices for information. All items placed in storage for the academic year must be removed prior to the last day of final examinations for the spring semester. Nonstudents and students residing off-campus may not store personal effects at any time in the residence hall storage rooms. Items placed in storage must have a Housing Management storage tag and be well marked with owner's name tag and permanent mailing address. Receipts given at time of acceptance must be surrendered by the student on withdrawal of storage items. Items left in storage rooms at the end of the spring term for which summer storage fees have not been paid will be disposed of in the best interest of the university. Storage in Central Campus Apartments is available for a fee to qualifying residents. No free storage is available.

The Department of Housing Management provides space for storage of personal or group-owned items during the summer months on a fee paid basis and in approved areas only. Any personal effects or group-owned items left in the residence halls not in approved storage areas (including, but not limited to, commons rooms, closets, and above suspended ceilings) may be disposed of without notice or reimbursement to the owner. Designated closets have been made available to some living groups for storage of group-owned items such as file cabinets, party supplies, and fraternal material. These closets may not be used by members of the living groups for storage of personal possessions. Housing Management is not liable for damage to or loss of stored living group items except as the fee paid storage terms allow.

## **LIVING GROUP BUILDING IMPROVEMENTS AND RENOVATIONS POLICY**

Alterations and/or renovations to residence halls by living groups must be approved by the director of Housing Management. Any living group wishing to make permanent or attached alterations, additions, or renovations to residence halls commons areas must submit plans, drawings, and other related information to the director of Housing Management for evaluation.

If approved, such alterations, additions, or renovations will be accomplished at the living group's expense. Housing Management will inspect the completed work to make sure approved materials and plans were used and that the quality of construction is acceptable. Any construction which does not pass inspection must be removed or corrected as directed by Housing Management and at the living group's expense.

Any changes of a permanent or attached nature not approved through official channels may be removed at the convenience of the university and subsequent repairs made at the group's expense.

Living groups may make nonattached additions to commons areas during the academic year without specific approval from Housing Management so long as certain conditions are met. Examples of nonattached additions include, but are not limited to, pool tables, ping-pong tables, bars, stereos, speakers, refrigerators, furniture, etc. Non-attached additions must be portable, functional, in good repair, nondamaging to the

building, noninterfering with routine housekeeping/maintenance, and may not present any safety or health hazard.

During the academic year, should nonattached living group property fail to meet these conditions, Housing Management will notify the living group of its noncompliance and request that the living group take corrective action by a specified deadline. If the problem requires immediate attention or the living group fails to make the correction by the deadline, Housing Management will take whatever action it deems necessary to eliminate the problem and the living group will be charged accordingly. Housing Management assumes no responsibility for damage to, or loss of, living group owned property.

**ALL NONATTACHED LIVING GROUP OWNED ADDITIONS MUST BE REMOVED BY THE LIVING GROUPS AT THE END OF EACH ACADEMIC YEAR.** All nonattached living group property left in the residence halls commons areas after May move-out will be considered abandoned and will be disposed of at the expense of the living group and without liability by the university. No attempt will be made to contact living group members to determine ownership or disposition of the property.

Living groups are encouraged to seek their service manager's advice when considering nonattached additions.

## **BAR POLICY FOR RESIDENCE HALLS**

See also "Living Group Building Improvements and Renovations Policy."

1. No permanently attached bars will be allowed in living groups (after 1981). Bars built in university facilities which are affixed in any way to the building or which are too heavy to be moved will be destroyed at the university's convenience and at the expense of the living group, including necessary repairs to the facility.
2. Only movable (not attached to floor or building) bars will be allowed. All bars must be removed by the living groups from their residence halls at the end of each academic year.

## **EXTERIOR SIGN POLICY FOR RESIDENCE HALLS**

Exterior building signs identifying a living group will be permitted only in the immediate area of the residence. The sign must be provided by the group and approved jointly by the director of Housing Management and the dean for residential life. Only one sign per living group is allowed. Where two or more signs currently exist, any above the one allowed will need to be removed after reaching a point of disrepair.

All such signs will be mounted on the buildings by Housing Management at no cost to the group. Requests for sign approval and mounting should be made in writing to the director of Housing Management and must include a sketch of the proposed sign, indicating proposed dimensions and colors, in ample time for approval before beginning to build the sign. Any repairs to existing signs must be approved by the director of Housing Management.

## **RESIDENCE HALL BENCH POLICY**

Only approved living groups may place benches on university property. Benches will be permitted only in the area immediately adjacent to a particular residence unit. The bench may be put in place by the living group as long as the dimensions are no larger than 12' in length, and 5' in height from the ground, and 6' in depth. Any benches cemented in the ground which need to be moved for any reason will be cut off at ground level and not replaced in concrete by the university. Any bench too large to move in one piece will be separated into manageable pieces and reassembled using existing lumber without reimbursement to the living group for damages. Every effort will be made to

retain the integrity of each bench when it is necessary to move a bench; however, the university will not be responsible for replacing concrete footings or materials damaged as a result of a move. Living group benches may have to be moved temporarily (e.g., for Commencement or summer programming). The specific design, including sketches noting dimensions, and desired location of a living group's bench must be submitted in writing to the dean for residential life and the university architect at least three weeks prior to the desired construction date. Approval for a bench must be received from the dean for residential life and the university architect.

## Annual Review of Residential Groups

The following statement of residential group standards and annual review is based on one initially drawn up by the Residential Life Committee to provide a mechanism for the continued improvement and support of the residential living group system.

The specific terms of this program are as follows:

1. Before the end of spring semester, each upperclass living group must file in the Office of the Dean for Residential Life the following information:
  - a. a constitution of the governmental structure of the group
  - b. a statement of the goals, standards, and proposed contributions to the residential program
  - c. a list of activities through which its members attempted to accomplish its stated goals in the current year
  - d. an outline of proposed activities for the following year
2. Early in the fall semester, the Office of Residential Life will submit each living group's Annual Review Report to a special committee which the dean, or designee, will convene initially and which will be composed of the following:
  - a. an *ex officio* representative of the Office of the Dean for Residential Life who will chair the group
  - b. the president of ASDU or a representative
  - c. the president of IFC or a representative
  - d. the president of UHA or a representative
  - e. the chairperson of the Judicial Board or a representative
  - f. two faculty members appointed by the dean for residential life, one each from Trinity College and the School of Engineering
  - g. an academic dean appointed by the dean of Trinity College
  - h. a representative from the Office of Residential Life

This committee will review and evaluate the program of each living group, examining in particular the following:

- a. attainment of stated goals
- b. quality of group's program (educational/cultural, social, and charitable)
- c. disciplinary record
- d. damage record
- e. active participation in the living group's representative organization (IFC, UHA, or the Council of First-Year Student Presidents).

The committee will then submit the results of its evaluation to the dean for residential life. After the dean reviews the recommendations of the committee, the living group presidents will be notified whether the group's program was determined to be outstanding, satisfactory, in need of improvement, or unsatisfactory.

3. Presidents of the groups in need of improvement may be asked to meet with the committee chairman, or designee, and, when possible, another staff member of the



Office of Residential Life. The purpose of this meeting is to offer suggestions for correcting deficiencies in the overall program of the living group. Following the meeting and through the spring semester, the living group will be expected to correct the program deficiencies identified by the committee. The following fall, the committee will review the program of the groups to ascertain whether the deficiencies are still present. If the committee finds insufficient improvement in a group's program, it may recommend that the group appear before a dissolution hearing panel.

4. Groups with an unsatisfactory program or with no report may be referred to the appropriate administrator for a possible dissolution hearing.

A similar review process is implemented for the first-year student houses in the spring semester after the presidents of those groups submit their reports in February.

## **Residential Group Accountability for Community Standards**

Living groups are responsible for maintaining standards established by Duke University. If such standards are not maintained, the appropriate office in student affairs may call a hearing panel to determine whether a living group should be dissolved. The panel shall report its recommendation to the administration of the appropriate office in the student affairs division. It shall be the decision of the administrator as to whether a living group is dissolved. That decision may be appealed to the vice-president for student affairs. The vice-president's decision shall be final and binding.

The final decision regarding the continuation of a living group rests solely with Duke University.

Living groups may also be placed on the status of "warning," "probation," "interim suspension," or "suspension" by the administrator of the appropriate office in the student affairs division.

## **Housing Policies for Selective Living Groups and Their Members**

The following housing policies for selective living groups are gathered together from the February 26, 1981 Report of the Student Affairs Trustee Committee in response to the residential life section of *Directions for Progress; "Social Fraternal Organizations Policies and Procedures, Duke University, July 1, 1979;"* and *"Residential Life: Policies and Procedures for Undergraduate Students, 1985-86."*

Duke University will not recognize or charter a new fraternity unless there is adequate space to house them as a living group.

In accordance with the guidelines adopted by the trustees in 1981, there is to be no greater number of fraternity living groups chartered. Furthermore, there is a 50 percent ceiling on the number of upperclass bed spaces on campus allocated to men and women's selective living groups (the number of selective bed spaces for men would be no more than 50 percent of the upperclass men's spaces on campus). Contact the Office of Residential Life for further information.

### **POLICIES REGARDING SPACE ALLOCATED TO AND FILLED BY FRATERNITY LIVING GROUPS**

1. All fraternities are expected to fill 100 percent of their sections' bed spaces with initiated members of the fraternity ("brothers"). N.B. Only initiated brothers count toward fulfillment of this housing obligation; "friends of the house" (see 2b. below) and pledges do not count toward fulfillment of this obligation.

2. If a fraternity fails to fill 100 percent of its section's bed space with initiated members, but does fill 90 percent or more of its bed space with initiated members, the following rules apply:
  - a. the Office of Residential Life may elect to use any open spaces to house fraternity men from other fraternities;
  - b. if the Office of Residential Life does not elect to house fraternity men of its choosing to fill the unoccupied spaces, the fraternity may fill its unoccupied spaces with "friends of the house;" i.e., independent men who, upon mutual agreement with the fraternity, choose to live in the fraternity section, pay the dues required of them by the fraternity, and have social privileges within that selected group.
3. If a fraternity fails to fill 90 percent of its section's bed space with initiated members of the fraternity, the following rules and procedures apply:
  - a. the Office of Residential Life may, at its discretion, convene hearings to review:
    - i. the fraternity's continued presence in its current section and the question of relocation to a smaller section;
    - ii. the fraternity's continued presence in any university housing and the question of placing the fraternity in nonresidential status; or
    - iii. the fraternity's continued recognition as a living group and the question of revocation of the fraternity's charter.
4. Should the number of members exceed the space in the allocated section, the excess members (to be determined by the living group) would find it necessary to be assigned space in another fraternity section which has available space, to move to proportionately allocated Central Campus Apartment space, or to move off campus.
5. Rooms in selective houses that are identified by the Office of Residential Life as being large enough to be expanded from singles to doubles or doubles to triples may be so expanded upon election by the selective group or by institutional need as may be determined by the university.
6. Each selective living group is required to submit to the housing coordinator in the Office of Residential Life before November 15 (for spring semester) and February 8 (for fall semester) a list of eligible initiated members who will be living in the section for the following semester.

## **POLICIES REGARDING WHERE MEMBERS OF FRATERNITY LIVING GROUPS MAY RESIDE**

1. Members of a fraternity living group may reside only in the section of residence halls allocated to their group unless the number of members exceeds the space.
2. Any members unable to live in their section because their living groups have more members than beds, must either be assigned space in another fraternity with available space, must move to proportionately allocated Central Campus Apartments, or must move off campus. Those students moving off campus have the option of retaining their residential status if they arrange with the housing coordinator in the Office of Residential Life to have their housing deposits held for reinstatement in housing when space within the living group becomes available.

## **POLICIES REGARDING SPACE ALLOCATED TO AND FILLED BY INDEPENDENT SELECTIVE LIVING GROUPS**

1. All independent selective living groups are expected to fill 100 percent of their sections' bed spaces with members whom they select.
2. If the group fails to fill 100 percent of its section's bed spaces with members, the Office of Residential Life may, at its discretion, use the open spaces to house other students.
3. If the group fails to fill 90 percent of its section's bed spaces with members:
  - a. the Office of Residential Life may, at its discretion, permanently reallocate any or all empty spaces to other students
  - b. the Office of Residential Life may, at its discretion, convene hearings to review:
    - i. the living group's continued presence in its current section and the question of relocation to a smaller section;
    - ii. the question of whether or not to change the selective living group to nonselective status by which students are then assigned to the section by the Office of Residential Life.
    - iii. the question of whether or not to desolve the collective living group.
4. Rooms in selective houses that are identified by the Office of Residential Life as being large enough to be expanded from singles to doubles or doubles to triples may be so expanded upon election by the selective group or by institutional need as may be determined by the university.
5. Each selective living group is required to submit to the housing coordinator in the Office of Residential Life before November 15 (for spring semester) and March 8 (for fall semester) a list of eligible members who will be living in the section the following semester.

## **GUIDELINES FOR INDEPENDENT SELECTIVE HOUSES**

1. (A) New selectees for selective houses should be bound for a minimum two-year commitment.  
(B) Residents who break the two-year minimum commitment to the house to reenter the lottery be relegated to the very bottom of the lottery, after sophomores.  
(C) Semesters taken "on leave of absence" or study programs away from Duke's Durham campus will not be considered in violation of the two-year commitment and will be counted as part of the two-year commitment.
2. As with other selective houses (i.e., fraternities), independent selective houses will be required to fill 90 percent of their bed space.
3. Independent selective living groups should adopt and maintain at least one charity, volunteer commitment or service project that is uniquely their own.
4. Independent selective living groups should run a satisfactory level of cultural and educational programs each semester.
5. Independent selective houses should maintain strong intramural sports and social programs, and whenever possible, look to interact with different groups on campus.
6. All independent selective (and for that matter commitment houses) must maintain their status as active members of the UHA.



7. Independent selective houses should choose a member of the Duke faculty or administration who agrees to serve as the dorm's advisor.
8. If, after review, a selective living group terminates a student's membership in the house, then that student may reenter the regular lottery without penalty. Review and any terminations are to be completed no later than February 15, to facilitate the Housing Office's administration of the spring lottery.

## **GUIDELINES FOR INDEPENDENT SELECTIVE HOUSES WITH ACADEMIC SPONSORS: THEME HOUSES**

1. Adherence to the Guidelines for Independent Selective Houses except for the minimum two-year commitment.
2. Adherence to housing deadlines, policies, and procedures as published in the *Bulletin of Information and Regulations*, as decided by the Residential Policy Committee, and as outlined in the publication *Residential Life: Housing Assignment Policies and Procedures for Undergraduate Students*.
3. Adherence to the Annual Review Committee policies and guidelines (see page 35).
4. Some component of the academic program of the living group must take place in the residence hall; e.g., house courses, colloquia, faculty/student receptions, etc.
5. Some educational programming sponsored by the living group must be open to the entire community.
6. The programming conducted in the residence hall should be supported by the living group member dues as well as by financial contributions from the academic department sponsors and the residential life programming fund.
7. Resident advisers will be required and will be selected through normal procedures with input from the academic sponsors.
8. Sponsors of the program must clearly state in the application materials their expectations and requirements of the students.
9. The academic department(s) sponsoring the group must identify a faculty member to serve as advisor to the group.

*Student Life*

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Duke University expects and requires of all its students full cooperation in developing high standards of scholarship and conduct. Each student is subject to the rules and regulations of the university as currently in effect or, from time to time, are put into effect by the appropriate authorities of the university.

Any student, in accepting admission, indicates his/her willingness to subscribe to and be governed by these rules and regulations and acknowledges the right of the university to take such disciplinary action, including suspension or expulsion, for failure to abide by the regulations or for other conduct adjudged unsatisfactory or detrimental to the university.

Responsibility for prescribing and enforcing rules and regulations governing student conduct rests ultimately with the Board of Trustees of Duke University, and, by delegation, with administrative officers of the university and of the school and college. In the undergraduate college and school, as well as in the university as a whole, many of these rules have been established over the years by cooperative action between students and administrative officers, and in the case of some rules, with participation of faculty members as well. Representative student organizations, such as student governments and judicial boards, and more recently, community-wide bodies of students, faculty, and administrators, have initiated academic and nonacademic conduct; and these proposals have been accepted by colleges and university officers and have become a substantial, if not all-inclusive, body of rules governing student life at Duke.

Similarly, the enforcement of rules in the undergraduate school and college has traditionally been a cooperative endeavor of students and administrative officers, as well as faculty members who have participated in review and appeals committees and have advised with college and university officers about appropriate standards and procedures in such matters. The judicial structure of the university consists of the University Judicial Board and a judicial board for each of the communities within the university.

The judicial structure formalizes the tradition of shared participation by various members of the university and college community. Its viability, however, is dependent upon a mutual recognition by all members of the community of the need for high standards of scholarship and conduct, a willingness to exercise the personal and corporate responsibilities that accompany such recognition, and an appreciation of the different roles and responsibilities played by various members who participate in the life of the community. This last factor relates particularly to the role of students in determining and supporting high standards. In addition to the agreed upon monitoring and enforcement procedures outlined, the university administration reserves the right to intervene as needed.



*If you have any questions concerning university regulations, the judicial structure or procedure, contact Vice-President Janet Smith Dickerson (684-3737), 106 Flowers, Dean Sue Wasiolek, 109 Flowers; or Dean Richard Cox (684-6313), 209 Flowers.*

## The Undergraduate Community

Students in Trinity College and the School of Engineering constitute an undergraduate community whose members are subject to the Undergraduate Community Code. Violations of the code and certain university regulations are adjudicated before the Undergraduate Judicial Board, composed of representatives of the student body, the faculty, and the administration. The constitution of the board and the procedural safeguards and rights of appeal guaranteed to students are set forth in Appendix C. Also provided is an alternative procedure for hearing certain cases by the dean for Student Life alone or by that officer's appointee(s) as well as an appeal procedure. The judicial code which follows was drafted and approved by the Judicial Review Committee during the spring semester, 1980 and amended during the spring semesters, 1982, 1983, and 1988.

**Supremacy of State and National Law.** On November 21, 1852, the General Assembly of North Carolina amended an act to incorporate Union Institute in order to create a Board of Trustees in perpetuity for Normal College then located in Randolph County. The amended act provided that the trustees could grant degrees and "do all other things for an institution of learning not inconsistent with the laws of this State and of the United States." The act was subsequently amended in 1859 to permit a change in the institution's name to Trinity College and again in 1924 when Duke University was established.

Since 1852 the Trustees of Duke University and their predecessors have been legally empowered to act "not inconsistent with the laws of this State and of the United States." Thus, to this date all officers of Duke University and those to whom their powers may be formally delegated are bound by laws of North Carolina and those of the United States.

The university is not an island. Students, faculty, administrators, and trustees alike are subject to state and federal laws. Acceptance of admission to any of the undergraduate schools or colleges of this university carries with it the assumption of a sense of responsibility for the welfare of the community. Also assumed are obligations on the part of each individual to respect the rights of others, to protect the university as a forum for the free expression of ideas, and to obey the laws of the state and nation.

Acts in violation of North Carolina and United States law are necessarily in violation of the Undergraduate Judicial Code. Such acts when committed on university premises are within the cognizance of the Undergraduate Judicial Board unless otherwise expected. When committed off the university premises they may fall within the board's jurisdiction if constituting a direct or indirect threat to the university community whether or not the offense results in action by a regular civil or criminal court.

Proceedings under the Judicial Code of the Undergraduate Community before, during, or after any which may occur in the regular state or federal courts do not subject a student to "double jeopardy" because such jeopardy arises only in criminal law proceedings. Governments alone, not the university, enforce the criminal law. Action by the board or other university agencies enforce the terms under which a student has accepted admission to Duke University and all sanctions imposed relate to a student's status at the university.

**The Judicial Code of the Undergraduate Community.** Although the laws of North Carolina and the United States are incorporated in the Judicial Code, enumerated below and included in the following section on university regulations and policies are common infractions lying within the jurisdiction of the Undergraduate Judicial Board. Conduct in violation of the code is punishable by sanctions contained in Appendix C, Art. IV (K) of this bulletin.

## I. Academic Dishonesty

A. Plagiarism: Expropriation of words, phrases, or ideas of another without attribution for the benefit of one who engages in the act of expropriation. (See "Use and Acknowledgement of Sources" in this bulletin.)

### B. Cheating:

1. Obtaining access, without the instructor's permission, to an examination question or questions prior to the instructor's distribution of the examination.
2. Copying or attempting to copy during an examination from another's work in progress or completed, handwritten, typed, or published without consent of the instructor.
3. Without the instructor's permission, collaborating with another, knowingly assisting another or knowingly receiving the assistance of another in writing an examination or in satisfying any other course requirement(s).
4. Committing fraud on a record, report, paper, examination, or other course requirement to be submitted to or in the possession of an instructor.
5. Submission of multiple copies of the same or nearly similar papers without prior approval of the several instructors involved.

C. Academic Contempt: In the satisfaction of any course requirement, failure to adhere to an instructor's specific directions with respect to the terms of academic integrity or academic honesty for that course requirement.

## II. Assault and/or Battery

A. Battery: Any use of physical force against a person without his or her consent.

B. Assault: Any threat of the immediate use of any degree of unauthorized physical force or an attempt to use such force which threatens or actual attempt gives rise to a reasonable apprehension of force against the person threatened as perceived by that person. (See also "University Regulations and Policies: Hazing" in this bulletin.)

### C. Sexual Assault

1. Sexual Assault I. By stranger or acquaintance, rape, forcible sodomy, forcible sexual penetration, however slight, of another person's anal or genital opening with any object. These acts must be committed either by force, threat, intimidation or through the use of the victim's mental or physical helplessness of which the accused was aware or should have been aware.
2. Sexual Assault II. By stranger or acquaintance, the touch of an unwilling person's intimate parts (defined as genitalia, groin, breast, or buttocks, or clothing covering them) or forcing an unwilling person to touch another's intimate parts. These acts must be committed either by force, threat, intimidation or through the use of the victim's mental or physical helplessness of which the accused was aware or should have been aware.

## III. Taking, Converting, and Selling

A. Theft: Any wrongful physical taking and carrying away of the personal property of another without the rightful owner's consent with an intention to deprive the owner of its use.

B. Larceny: Any wrongful physical taking and carrying away of the personal property of another without the rightful owner's consent and with an

- intention to convert it to the use of the taker and into the taker's own property or to convert it to the use of and ownership of a third party.
- C. Embezzlement: Fraudulent conversion of another's personal property by one to whom the owner trusted it.
- D. Fencing: Knowingly receiving or concealing stolen property.
- IV. Property Damage: Any damage to real or personal property owned by others including that owned by Duke University, especially fire equipment, as well as that owned by members of the university community and by visitors to the university. (See "University Regulations and Policies: Fire Equipment" in this bulletin and "Care of Dormitory Rooms and Adjacent Campus Areas.")
- V. Breaking and/or Entry
- A. Breaking: Any bodily action or attempt by means of such bodily action intended to create an opening for access to real or personal property without consent of the owner of such property.
- B. Entry: Any physical bodily presence within real or personal property without consent of the owner. Such illegal entry includes trespass on unauthorized areas. (See "University Regulations and Policies: Roof and Ledge Areas, Unauthorized Access.")
- VI. Disorderly Conduct
- A. Any action, committed without justification or excuse, that unreasonably disrupts the normal public use of public areas, or that substantially disturbs the peace and order of the university community. (See "University Regulations and Policies: Alcoholic Beverages" and "Noise.")
- B. Any grossly unreasonable and reckless conduct in the handling of things or substances ordinarily regarded as inherently dangerous or capable of becoming dangerous to other persons or to their real or personal property.
- VII. Fraud
- A. Any intentional misrepresentation of fact in an attempt to induce another to surrender a right or property or to authorize the conferring of a benefit in reliance upon the misrepresentation.
- B. Forgery or alteration of documents, including course examinations, papers, or other required exercises, in an attempt to obtain a right or benefit or property.
- C. Obtaining a right or benefit or property under false pretenses.
- D. Unauthorized misuse of otherwise valid documents.
- VIII. Bribery: Corruption of another for personal gain.
- IX.
- A. Preparation: Devising or arranging means or measures necessary for commission of a prohibited act.
- B. Attempt: Attempting any unlawful act specified in this code by undertaking the intended action.
- X. Contempt
- A. Failure to comply with direction, orders, or commands of any university judicial or police authority, or any academic or administrative official of the university acting in an official capacity. (See "University Regulations and Policies: Library Control Desk Inspections" in this bulletin.)
- B. Knowingly furnishing false information to any such authority or official of the university acting in an official capacity.



## **XI. Illegal Possession**

- A. Any transporting to or storing on the campus or possession of firearms, weapons, explosives, or fireworks. (See "University Regulations and Policies: Fireworks, Other Explosives and Weapons" in this bulletin.)
- B. Any violations of the university's alcohol or drug policy.

## **XII. Accessory to Commission of a Prohibited Act: Aiding or abetting or otherwise acting as an accomplice to commission of any prohibited act.**

# **University Regulations and Policies**

Students should be familiar with the Judicial Code of the Undergraduate Community and with the following regulations and policies of the university. Violations are matters which are subject to adjudication before the Undergraduate Judicial Board.

## **DUKE UNIVERSITY REGULATIONS REGARDING ALCOHOLIC BEVERAGES AND EVENT REGISTRATION.**

### **INTRODUCTION**

Duke University students and employees are our most valuable resource, and their health, safety, and well being are extremely important. Officials of Duke University recognize that alcohol abuse can lead to major health problems. In addition, the safety and security of students may be jeopardized by incidents involving alcohol. These university-wide regulations are premised on the belief that Duke students are mature individuals, capable and willing to follow and to enforce the provisions of these regulations, with assistance from the dean for Student Life and Public Safety. Failure to follow these regulations will result in the university taking appropriate action.

This policy specifically governs the distribution of alcohol on the campus of Duke University. However, students who reside off-campus or participate in off-campus events are nonetheless members of the university community. As such, it is expected that students will uphold the same high standard of citizenship and conduct in the larger community as is expected on the campus. With this in mind, in addition to the monitoring and enforcement procedures outlined in this document, the university reserves the right to respond to instances, on or off the campus, where members of the university community have placed in jeopardy the well-being of others.

There are seven components of the policy regarding the use and distribution of alcohol. These are: North Carolina law; registration; event parameters/hours of distribution; monitoring system; alternative beverages and food; health and safety intervention; and enforcement. The regulation details within each component area of the alcohol policy are provided below.

**The effective date of this policy is January 7, 1991.**

It is important that university community members understand that additional policy details could have been developed to address questions designed to uncover possible loopholes inherent in the policy. Instead, the focus of this policy is on the key elements that, if followed in word and spirit, will result in responsible drinking among those who are of legal age to consume alcohol and in a more positive environment in which students can socialize. The dean for Student Life or her designee(s) reserves the right to interpret the *spirit* of the policy in cases that require additional policy interpretation. Further, an Alcohol Regulations Review Committee will be established to assist periodically in the interpretation of the policy and in the evaluation of its effectiveness. Committee membership shall comprise representatives from the Associated Students of Duke University, the Interfraternity Council, the Panhellenic Council, the Office of Student Life, the Office of Student Affairs, Student Health, the Office of Residential Life, and the Upperclass House Association. If there are questions concern-

ing any aspect of this policy, individuals may address them to the Office of Student Life by telephone.

## **NORTH CAROLINA LAW**

University officials expect that each member of the university community will abide by North Carolina law governing the use of alcohol. A summary of Article 3 of the statute follows:

### **Sale to or Purchase by Underage Persons**

#### **1. Sale**

- a. It is against the law to sell or give beer or wine to anyone less than 21 years old.
- b. It is against the law to sell or give liquor or mixed beverages to anyone less than 21 years old.

#### **2. Purchase or Possession**

- a. It is against the law for a person less than 21 years old to purchase or possess beer or wine.
- b. It is against the law for a person less than 21 years old to purchase or possess liquor or mixed beverages.

#### **3. Aider and Abettor**

- a. Any person less than 21 years old who aids or abets another in violation of the above regulations shall be guilty of a misdemeanor, punishable by a fine of up to \$500 or imprisonment for up to six months, or both.
- b. Any person over 21 years of age or older who aids and abets another in violation of the above regulations shall be guilty of a misdemeanor, punishable by a fine of up to \$2,000 or imprisonment for up to two years, or both.

#### **4. It is unlawful to use a fraudulent ID or to permit the use of one's ID by another to purchase or possess alcoholic beverages.**

#### **5. A conviction report is sent to Division of Motor Vehicles. Any person convicted of violating the above sections may automatically have his/her driver's license revoked for a period of one year.**

## **DEFINITIONS**

1. *Alcoholic Beverages*—any beverage containing at least one-half of one percent (0.5%) alcohol by volume, including beer, wine, liquor, and mixed beverages.
2. *Common Container*—any keg, large bottle, punch bowl, trash can, refrigerator or other device used for storing or mixing a quantity of beverage or from which a quantity of beverage may be distributed.
3. *Event*—a party, concert, or other group social gathering held on the university campus attended by students (e.g., a wine and cheese reception in an academic classroom).
4. *Legal Age to Drink*—21 years of age and older.
5. *Sale*—any transfer, trade, exchange or barter, in any manner or by any means, for consideration.
6. *Use of Alcoholic Beverages*—possession, consumption, distribution, purchase, sale or transfer of alcoholic beverages.

## **GENERAL PROVISIONS APPLICABLE TO ALL EVENTS**

1. The use of alcoholic beverages is permitted only by those of legal age to drink and in accordance with N.C. law governing alcoholic beverages.
2. The sale of alcoholic beverages by students is prohibited. Alcoholic beverages may be sold by the university to students of legal age to drink at licensed premises.

3. The use of alcoholic beverages as a prize in a contest, drawing, raffle, lottery, etc., is prohibited.
4. The use of alcoholic beverages in games (e.g., quarters, drink-offs) is prohibited.
5. All residential and social groups are responsible for designating a member to participate in an Alcohol Awareness Session at the beginning of each academic year. This representative must recognize that he/she is responsible for disseminating current information concerning the use of alcohol and the existing state and university regulations concerning its use to members of his/her organization.
6. Sponsoring groups and living groups remain responsible for the general tone of their social event, and by majority vote they may adopt regulations more limiting than the laws of the state and the provisions of this policy.
7. Alleged violations of this policy by groups and/or individuals shall be subject to disciplinary action.

## ALCOHOLIC BEVERAGES REGULATIONS

### Registration

1. All events (see *Definitions*, above) that take place outside the confines of a residential facility (e.g., Von Canons, Multipurpose Building, quadrangles, etc.) must be registered with the Office of Student Life, whether or not alcohol will be distributed at the event. In addition, even when an event takes place strictly within the confines of a residential facility, it must be registered if sound amplification equipment is placed or directed outside (in accordance with Noise Policy regulations) and/or the event has been publicized (advertised by commercial ads, banners, posters, written invitations, etc.). Finally, an event must be registered if the sponsoring individual or group is using a facility other than that facility in which the individual or group resides.

The dean for Student Life or designee reserves the right to approve/disapprove the serving of alcoholic beverages at events held in nonresidential locations (to include quadrangles) on a case-by-case basis. The dean for Student Life or designee also will determine whether the individual or group sponsoring a registered event will be required to hire Public Safety officer(s) to assist in monitoring the event.

2. Events scheduled by graduate programs and university departments for their respective membership may take place on any day of the week provided that the event takes place in the facility of the sponsoring group with the permission of the appropriate dean or department head. Events which take place outside the confines of the sponsor's facility **must** be registered with the Office of Student Life.

The required registration forms may be obtained in the Office of the Dean for Student Life, 109 Flowers, and must be completed and returned for approval to the office 72 hours prior to the event. Call 684-6488 for more information.

### Event Parameters/Hours of Distribution

Distribution of alcohol to those of legal age may take place only between 5:00 P.M. on Thursday and 5:00 A.M. on Sunday. Alcohol may not be distributed in conjunction with major campus activities (e.g., band on the quad) and may not be distributed between 5:00 A.M. on Sunday and 5:00 P.M. on Thursday. Between 5:00 A.M. on Sunday and 5:00 P.M. on Thursday, any alcohol consumption that takes place by individuals or groups may not involve the use of a common container (i.e., may not involve distribution). A common container is defined as any container which serves as a source of



distribution of alcohol to event participants (e.g., keg, large bottle, punch bowl, trash can, ice tub, refrigerator, etc.). **It should be noted that the Noise Policy (as defined in the *Bulletin of Information and Regulations*) remains in effect.** If there are questions concerning a planned event, those may be addressed to the Office of Student Life by telephone.

## Petitions

The Alcohol Regulations Review Committee will receive petitions from ASDU, IFC, UHA and the university administration to allow distribution of alcohol at special events which fall outside the established event parameters. Individuals must address similar petitions to ASDU, IFC, and the UHA. Petitions will be reviewed at the end of each semester for events which will take place the following semester. The committee will advertise the date of the meeting at which petitions will be considered at least two weeks prior to the meeting. Petitions must be submitted to the Office of Student Life at least one week prior to the meeting.

## Monitoring System

**Carding.** The host group must designate members to check for proof of age at the entrance(s) to the event. Carders may not consume alcohol while working at the carding station. All cups must be kept at the door(s) and may be distributed only to persons who show proof of legal age to consume alcohol. Each individual, including members of the host group, who enters an event is to be carded. Each person who is 21 years of age or older will have his/her hand stamped and will receive one cup. The stamp used must be a rubber stamp of the sponsoring group's name.

**Serving.** In accordance with state law, individuals must be 21 years of age to serve alcohol. The server should check for both a stamp and a cup before serving alcohol. Servers may serve alcohol only to those guests who present a stamp **and** the cup distributed by the carder(s). Servers may not serve alcohol to anyone presenting a cup designated for alternative beverages. Servers may not serve more than one drink at a time to an individual. Servers may not consume alcohol while serving alcohol.

**Event Monitors.** The host group must designate at least two persons to serve as event monitors during all events. The role of the monitors is to insure that the event is maintained within safe limits and to watch out for the safety of all event participants. The first monitor will have primary responsibility for insuring that alcohol policy regulations are being maintained **away from** the point(s) of distribution. This person will circulate throughout the environment of the event to insure that the alcohol policy regulations are being observed. The other event monitor(s) will have primary responsibility for insuring that the alcohol policy regulations are being maintained **at** the point of distribution. In residence halls where there may be multiple points of distribution (i.e., distribution points on different floors), one event monitor will be assigned to each floor to monitor the distribution of alcohol.

The names of the monitors must be posted in a visible location near the point(s) of distribution. Event monitors must be readily identifiable by t-shirts, aprons, hats, or armbands. **Event monitors may not consume alcohol at any time during the day on which the event is held. Event monitors may not serve alcohol.**

In such cases where the monitors must deal with someone who appears to have had too much to drink, the monitors are encouraged to take advantage of university resources. Monitors may call the Infirmary for instructions about how to take care of a student who is ill, or may call Public Safety for transportation to the Infirmary or the Emergency Room. Public Safety should also be notified when a student behaves in an uncooperative manner. Because the health and safety of students is of primary importance and because a timely response to medical emergencies is needed, no disciplinary

action will be taken against an individual or group on the basis of information obtained during the delivery of medical treatment (e.g., at the Emergency Room, the Infirmary, and/or Pickens).

**Watching out for the health and safety of all event participants is not solely the responsibility of event monitors; all event participants share this responsibility.**

### **Alternative Beverages and Food.**

During events at which alcohol is served, individual or group sponsors must insure that a sufficient amount of food and alternative beverages is present and is as easily accessible to event participants as are alcoholic beverages. For each keg or similar quantity of alcoholic beverage(s), the host will provide at least two cases of an alternative nonalcoholic beverage or the equivalent. Recommended alternative beverages include soft drinks (regular and diet), flavored soda water, "mocktails," and fruit juices. Water and unprepared powdered drinks are not acceptable alternative beverages. Cups for use by those drinking alternative beverages may be kept adjacent to those beverages. They must be distinguishable (by color or type) from the cups which are distributed at the entrance to the event.

For each keg or similar quantity of alcoholic beverage(s), the host will provide eighty one-ounce servings of food (e.g., five large bags of potato chips, pretzels, or popcorn, etc.; cheese, crackers, and vegetables with dip are also recommended.) Food provided for consumption at an event must be visible. This pertains to that which is placed out for consumption as well as that which is available to replenish what is eaten. It should be as visible as, but not necessarily adjacent to, the point of distribution of alcohol.

**The event begins when alcohol becomes available for consumption (i.e., cans are present, kegs are tapped, or punch is mixed). All requirements of this policy must be in place at the time alcohol is available for consumption.**

### **Health and Safety Intervention.**

Because the health and safety of students is of primary importance, students are encouraged not only to look out for their own health and safety but also for that of their peers who are present at the event. Student Health educators serve as excellent programming resources and are willing to provide in-house programs about appropriate health and safety intervention. Students are encouraged to take advantage of this and other numerous resources as a way to learn more about appropriate intervention. When a person's health and/or safety is threatened or appears to be in jeopardy, it is recommended that immediate action be taken to prevent injury/illness/danger. The action may be a call to the Infirmary for assistance in handling a minor illness or a call to Public Safety for assistance in transporting a student to the Emergency Room. Whatever the particular need/problem, it is important to respond in a responsible and timely manner. Again, no disciplinary action will be taken against an individual or group on the basis of information obtained during the delivery of medical treatment.

### **Enforcement.**

The Offices of Public Safety and of Student Life will be responsible for enforcement of the alcohol policy. Public Safety officers will make periodic random checks of the residence halls to insure adherence to the alcohol policy. The dean for Student Life reserves the right to implement additional monitoring measures as he/she deems appropriate. Failure to abide by the policy will result in disciplinary action.

## **AUTOMATIC SANCTIONS**

### **1. First offense violations.**

These violations will be penalized according to the number of policy points involved. Policy points (one point each) include:

- (a) carding and monitoring;
  - (b) restricted hours/days;
  - (c) alternative beverages/food;
  - (d) distribution to underage persons;
  - (e) underage consumption.
- A. Individual living on and off campus.
- (1) **1 point violation**—attendance at a two (2)-hour alcohol/drug education program provided by Student Health Education, PICAD, or other substance abuse specialist (to include discussion of the alcohol policy);
  - (2) **2 point violation**—in addition to the sanctions for a 1 point violation, the individual must perform ten (10) hours of community service approved by the Health Education Office;
  - (3) **3 or more point violation**—in addition to sanctions for a 2 point violation, must perform a total of thirty (30) hours of community service approved by the Health Education Office.
- If an individual commits two or more offenses yearly for two years of a three-year period, they will be evicted automatically and could be subject to other disciplinary actions.
- B. Groups\*
- (1) **1 point violation**—attendance by entire group at a two (2)-hour alcohol/drug education program provided by Student Health Education, PICAD, or other substance abuse specialist (to include discussion of alcohol policy);
  - (2) **2 point violation**—in addition to the sanctions for a 1 point violation, must perform ten (10) hours of community service per member with an alcohol or drug community organization;
  - (3) **3 or more point violation**—in addition to the sanctions for a 2 point violation, the group must organize and attend a substance abuse program for the campus approved by Student Health Education.

## 2. Additional Offenses

- A. Individuals living on campus
- 2nd offense**—probation with letter (copy to parents if first-year student) placing housing license in jeopardy, mandatory meeting with health educator;
  - 3rd offense**—eviction from university housing (no rent refunded);
  - 4th offense**—(person is off campus) trespassed from residential areas of campus and possible additional disciplinary action.
- B. Individuals living off campus
- 2nd offense**—probation with letter warning of trespass for additional offense; mandatory meeting with health educator;
  - 3rd offense**—trespassed from residential areas of campus and possible additional judicial sanction.
- C. Groupst
- 2nd offense**—probation, common room locked for two weeks, mandatory meeting of all members with health educator, ten (10) hours community service per member;

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\*Individuals may not reserve the common areas of a residence hall. Only living groups or officially recognized student organizations may reserve a common room for an event. Should the provisions of this policy be violated, the reserving group will be held responsible.

†Individual group members who fail to attend the meeting must perform twenty (20) community service hours approved by the Health Education Office.



**3rd offense**—common room locked for six weeks;

**4th offense**—common room locked, dissolution hearing for factual determination only.

If a group commits three or more offenses yearly for two years of a three-year period, the common room will be locked and dissolution hearings will be held for factual determination only. **The three-year period will consist of the current year and the two previous years.**

All community service hours must be completed by the end of the semester during which the violation occurred.

## **PARTY PROMOTION**

By choosing to serve beverages containing alcohol as part of a social function, you and your group or organization assume certain responsibilities beyond direct university regulation.

Test cases involving common law precedents and the dispensation of alcoholic beverages are changing the definition of who is liable for a drinker's actions to include the general category of "social hosts." A social host may be a fraternity, a residence hall organization, a private citizen, or any combination of the preceding.

For example, serving alcohol to a minor who subsequently breaks his leg could render an individual or group liable for the minor's medical bills. Serving an individual who is "already" or "obviously" drunk and who subsequently has an automobile accident could render an individual or group liable for the injury or death of third party victims of the accident, or any property damage resulting from the accidents.

In general, CREATING OR PROMOTING ANY SET OF CIRCUMSTANCES WHICH ENCOURAGE ANY OF YOUR GUESTS TO CONSUME ALCOHOL TO THE POINT OF INTOXICATION CAN HAVE FAR REACHING NEGATIVE CONSEQUENCES OF A MOST SEVERE NATURE.

Legal proof of negligence in the dispensation of alcohol usually involves the consideration of wide variety of factors, including the manner in which hosts promote social functions where alcohol is served.

In addition to the responsible monitoring of the social event itself, IT IS IMPERATIVE THAT YOU AND YOUR GROUP OR ORGANIZATION DO NOT PROMOTE YOUR EVENT IN SUCH A MANNER THAT A POTENTIAL GUEST MIGHT REASONABLY BELIEVE YOUR SOCIAL EVENT IS AN INVITATION TO BECOME INTOXICATED.

SPECIFICALLY: FLYERS, BANNERS, AND SIGNS WHICH ADVERTISE SOCIAL EVENTS WHERE ALCOHOL WILL BE SERVED MUST NOT OVERTLY OR COVERTLY STATE OR IMPLY AN INVITATION TO PARTICIPATE IN EXCESSIVE DRINKING.

## **ANIMALS ON CAMPUS**

All animals found running loose on campus or tied to an obstacle with the animals unattended by the owner will be removed from the campus to the Durham County Animal Shelter by a county official. Upon claiming the animal the owner will be required to furnish identification. The Department of Public Safety will refer the names of such students to the appropriate dean; employees will be referred to their department head. Other persons who indicate an unwillingness to cooperate with Duke University regulations in this matter will be given trespass warnings.

## **CAMPUS BANNER POLICY**

Requests for hanging banners on university buildings must be approved by the Physical Plant Office. If approved, a banner may be hung for a period of not more than three days. The banner must be removed by the sponsoring organization within 24 hours of the event that it advertises. In the event that there is no date for the banner,

then a three-day maximum will be established for its display. If the group fails to remove the banner within the designated time, the university will remove it at a cost to the responsible organization or individuals. Where no sponsoring organization or individual may be identified, banners will be taken down immediately.

## **CONFERENCES AND CONVENTIONS**

Invitations to individuals or to organizations outside the university to hold conferences or conventions on campus must be discussed with and approved by the dean for Student Life well in advance of the extension of the invitation by the prospective host or host group at Duke. It is the established policy of the university not to use its dormitory facilities for the housing of convention guests during the academic year. The university does, however, reserve the right to use dormitory rooms for special guests during announced vacations.

## **DISCRIMINATION, APPEAL PROCEDURE FOR STUDENTS EMPLOYMENT**

Complaints from students of discrimination regarding hiring practices should be filed in writing with the Office of Undergraduate Financial Aid, 2106 Campus Drive. A staff representative of the Office of Financial Aid shall notify the university equal opportunity officer in writing of the complaint within ten (10) working days. The equal opportunity officer will investigate the complaint, notify the Office of Student Affairs and the respective college or school of the student, and attempt to reconcile the parties. Should the complainant feel that the complaint of discrimination has not been remedied after receiving a written evaluation from the equal opportunity officer, appeal may be made to the respective dean of the student's college or school.

## **DRUGS**

Duke University prohibits its members to possess, use, or distribute illegal drugs, including opiates, barbiturates, amphetamines, marijuana, and hallucinogens, except for legally authorized possession and distribution of drugs of the classes specified. In addition, the presence and use of many of these drugs within the university community are contrary to the intellectual and educational purposes for which the university exists.

The university recognizes that ignorance or innocence concerning such drugs threatens the safety of members of its community. It therefore seeks to provide as much information as it can concerning the consequences of harmful drugs. The university recognizes also that the illicit use of drugs may reflect emotional problems and is prepared to assist its members involved in their use through medical and psychiatric counseling. Nevertheless, the university considers a violation of the drug prohibition a serious matter and reserves the right to take action appropriate to the circumstances of each case.

Action taken by the university in all cases of drug violation will be guided by a concern both for the emotional and physical welfare of the person involved and for the maintenance of a suitable educational environment for all members of the university. See Appendix E for rules governing drug violations.

## **FIRE EQUIPMENT**

In an effort to provide adequate protection, fire extinguishers are located in all residence halls. Since the installation of this equipment, numerous fires have been quickly controlled, avoiding injury or loss of life. The potential impact of having fire extinguishers vandalized or stolen is clear; yet each year individuals continue to

disregard the safety and rights of others by destroying and tampering with this equipment.

Damage and/or theft of fire equipment is punishable under North Carolina General Statute 14-286 which carries a maximum penalty of six months imprisonment and/or \$500 fine. In addition, students who have allegedly misused or vandalized fire equipment may have their housing licenses revoked and/or be referred to the Undergraduate Judicial Board. Judgments rendered by this board may result in the loss of housing privileges and/or other punishment.

It is university policy that dormitories be billed for theft and/or vandalism of fire extinguishers within the residence halls.

To further assure life safety, fire alarm systems are located in each residence hall at convenient locations to alert the occupants in case of fire. Turning in false alarms may result in unnecessary deployment of fire vehicles and the penalties for turning in false alarms or tampering with the alarm system are the same as those listed above. (See section on "Revocation of the Housing License," page 27.)

## **FIREWORKS, OTHER EXPLOSIVES, AND WEAPONS**

The General Statutes of North Carolina strictly prohibit the possession of firearms, explosives, starter pistols, and weapons on any university campus. Students are not permitted to bring to the campus or store on the campus any weapon, including any gun, rifle, pistol, explosive, switch-blade, knife, or dagger. Students may not possess fireworks of any kind. If found to be in violation of this policy, students may have their housing licenses revoked and/or be referred to the Undergraduate Judicial Board. (See section on "Revocation of the Housing License," page 27.)

## **HAZING**

Duke University considers hazing to be a serious infraction of university regulations. Hazing Policy: Any action taken or situation created, intentionally, whether on or off fraternity, sorority, or university premises, to include physical discomfort, embarrassment, harassment, or ridicule. Such activities and situations include but are not limited to paddling in any form; creation of excessive fatigue; physical and psychological shocks; road trips, or any other such activities carried on, in or outside the confines of the university; wearing publicly apparel which is conspicuous and not normally in good taste; engaging in public stunts and buffoonery, morally degrading or humiliating games and activities which are not consistent with fraternal law, ritual, or policy or the regulations and policies of Duke University. (Modified from: Statement on Hazing, Fraternity Executive Association.) Students should also be aware that hazing is a misdemeanor under North Carolina state law and is punishable by up to a \$500 fine and/or six months imprisonment. The action of even one member of the group may constitute hazing by the fraternity or sorority. Any fraternity or sorority convicted of hazing may be warned, placed on probation, or the charter of the group suspended for a period of time or permanently. Individuals responsible for hazing are also liable for action by the Undergraduate Judicial Board.

## **IDENTIFICATION CARDS**

Undergraduate students are issued identification cards (the DukeCard) which they should carry at all times. The cards are the means of identification for library privileges, student health services, athletic events, access to residence halls and academic buildings, and other university functions or services open to them as university students. These cards also serve to purchase food on a selected meal plan or other food and nonfood items on the flexible spending account. Students will be expected to present their cards upon request to any university official or employee.



The cards are not transferable, and fraudulent use may result in loss of student privileges or suspension. A student should report the loss of this card immediately to the Office of the Registrar, 103 Allen Building, 684-2813 or to the DukeCard Office, 024 Union Building West, 684-5800. Temporary cards for access to residence halls can be obtained at the DukeCard Office twenty-four hours a day. The cost of a new DukeCard is \$5.

## **LIBRARY MATERIALS SECURITY**

Library materials are electronically protected from theft by automatic locking of the exit gates when items have not been properly charged. An alarm sounds simultaneously, drawing attention to the situation and requiring the person to return to the circulation desk nearby to ascertain the problem.

Anyone who refuses to permit his or her books to be examined may be denied further use of the library. Student offenders will be reported to the appropriate dean of the university, who is authorized to refer such offenders to judicial boards or to take independent disciplinary action, including penalties, up to and including suspension, appropriate to the seriousness of the offense.

## **LIBRARY POLICY CONCERNING FOOD, DRINK, AND TOBACCO IN PUBLIC AREAS**

This policy is meant to decrease:

- a. Damage to books and furnishings
- b. Attraction of vermin to the building and the collections
- c. Deterioration of a pleasant, studious environment in the reference area and general stacks
- d. Cost of housekeeping within this extensive building

The policy applies in public areas of the library to all persons, including university staff, faculty, students, and all others working in or using the library. Public areas include departmental quarters, elevators, hallways, stairwells, carrels, and all book stacks. Also, this policy applies while walking through public areas of the library.

1. No food or drink is to be consumed except in designated areas. These are: the study halls, the faculty/staff lounges, front lobby, Rooms 223A, 226, and the Breedlove Room.
2. No smoking or other tobacco use is allowed anywhere in the building.
3. Food, drink, and tobacco will be subject to confiscation if used in undesignated areas.

## **MEDICAL CENTER STUDENT TRAFFIC**

Duke Hospital and clinics provide medical service and support to thousands of patients and their families. Student traffic brings congestion, noise, and additional building maintenance that are incompatible with patient care.

Students are prohibited from using Duke Hospital South as a thoroughfare. Students must walk around Duke Hospital South via Trent Drive and Flowers Drive.

If a student needs access to Duke Hospital South for purposes such as visiting the student infirmary, going to work, the bank, or the pharmacy, a pass must be obtained from either the security guard at the Davison entrance or the attendant at the information desk in the main lobby.

### **Special Note:**

Female students *only*, walking alone or in pairs, may use the first floor of Duke Hospital South as a thoroughfare from dusk until 12 midnight.

## NOISE (DISORDERLY AND DESTRUCTIVE BEHAVIOR)

This policy has been developed after consultation with the Associated Students of Duke University, the Interfraternity Council, the Upperclass House Association, the Residential Judicial Board and the Residential Policy Committee. This policy is based on the belief that all persons residing in the community have a responsibility to respect the rights, health, security, and safety of other community members and that persons who repeatedly fail to respect others should no longer be afforded the privilege of residing in university housing.

Disorderly and/or destructive behavior by students is prohibited.

1. Any student accused of destroying personal or university property is liable for judicial action before the appropriate judicial body.
2. Quiet hours will be in effect throughout the campus except during the hours of 5:00 P.M. to 1:00 A.M. on Friday, from 1:00 P.M. to 1:00 A.M. on Saturday, and from 1:00 P.M. to 6:00 P.M. on Sunday. Quiet hours are in effect twenty-four hours a day at Central Campus Apartments.
  - a. Violations of quiet hours will be adjudicated by the appropriate judicial body.
  - b. Even during the hours listed above, students are expected to continue to respect the rights of others.
  - c. During quiet hours, students who are disturbed should attempt to resolve the situation by contacting the other parties involved; or, if needed, seek the assistance of house officers or resident advisers. In some areas of campus, an internal system for dealing with disturbances has been established by house officers (including distributing lists of house officers and RAs to contact) which has worked quite well. All quadrangle areas are encouraged to implement such a procedure. During the hours listed above, the public safety officers and/or student monitors will continue to respond to complaints and will notify those creating a disturbance that a complaint has been made. The officer or monitor responding to complaints will indicate the level of noise, if any, in the incident report. However, complaints made during nonquiet hours will not be considered as violations of the policy unless extenuating circumstances are present such as noise interfering with classes which are in progress. If necessary, complaints may be registered by calling the Public Safety Office at 684-2444. Complainants should provide their name and location when calling the Public Safety Office. Such information will remain confidential. In cases going before a judicial body, the Public Safety Incident Report will serve as the plaintiff. The chairman of the judicial body (or designee) may contact the complainant to verify the incident and request additional information. If an anonymous complaint is made, the Office of Student Life will send a letter notifying the group or individuals that a complaint was made. If a group or individual receives two or more actionable noise complaints (where the complainants have been identified) and is found guilty by the Judicial Board (or designate), then all additional anonymous complaints will be made known to the board to assist in determining the sanction.
  - d. The public safety officer or house officer will forward to the dean for Student Life a report of all noise complaints. In those cases where students have cooperated when contacted by the Public Safety Office, a letter will be forwarded to the students concerned or to the president of the living group informing them of the complaint. The students will also be informed that any further complaints during the remainder of the academic year will be forwarded to the appropriate judicial body for adjudication.

- e. Should the Public Safety report indicate that the students had been warned and that the noises persisted and necessitated a return to the same student room or house in the same evening, then the report will be sent directly to the appropriate judicial body for adjudication.
- f. Residential and quad parties are permitted provided that such parties have been approved under procedures as implemented through the Office of the Dean for Student Life.
- g. Under no circumstances during quiet hours may stereo speakers be placed or pointed outside. During nonquiet hours, an individual or living group may only place or point speakers outside for a function that has been approved by the dean for Student Life.

It should be noted that residents are responsible for actions of their guests and that living groups as a whole may be held responsible for violations of this policy. The judicial body, when adjudicating a violation of the above policy, will follow its established procedures and may impose the established sanctions including, but not limited to, fines and/or eviction from the residence halls.

## **PAINTING POLICY**

There has been a long-standing tradition of allowing student organizations and individuals to paint the East Campus bridge. Students are reminded that this activity may not extend beyond the bridge to include the painting of roads, sidewalks, telephone poles, lamp posts, trees, or any other university or municipal areas. Any groups or individuals identified as being responsible for painting anything other than the bridge will be charged for clean up and may also be subject to judicial action.

## **PARTIES IN RESIDENTIAL AREAS OUTSIDE OF RESIDENCE HALLS AND "BEER BLASTS"**

See "Alcoholic Beverages" in this bulletin.

## **PICKETS, PROTESTS, AND DEMONSTRATIONS**

See Appendix D.

## **POLICY ON USE OF SEGREGATED FACILITIES**

It is university practice not to discriminate in any way on the basis of race, creed or national origin. This statement covers official activities sponsored, financed and controlled by university personnel and campus organizations, whether these activities are held on or off campus. If they are held off campus, they must not utilize facilities where discrimination is practiced. Naturally the university will not attempt to dictate to individual students, faculty members, or private groups how they should conduct their personal affairs outside the university.

The above policy applies to all social functions sponsored by undergraduate residence hall campus organizations. The failure of student groups to comply with this policy may result in suspension of their social privileges. Repeated offenses by campus organizations could result in the revocation of their charters.

## **POLICY FOR REGISTERING "THEME" PARTIES**

Any theme party held in the residence halls which involves the introduction of "foreign materials" (such as hay, bamboo, paper draping, etc.) as party decorations must be approved by the Safety Office of the Duke Public Safety Department. Because such materials may prove to be fire hazards, it will be necessary to have clearance from the director of the Safety Office.



## **ROOF AND LEDGE AREAS, MAINTENANCE TUNNEL—UNAUTHORIZED ACCESS**

The only authorized persons permitted on the roof and ledges or the tunnels of university buildings are maintenance personnel and certain other university officials. Students found in these areas will be referred for judicial action and/or may be subject to the immediate revocation of their housing license.

## **POLICY CONCERNING FILMS AT DUKE**

Films—open to the public—are shown every evening of the academic year. During the two summer sessions there are at least two evenings per week of film showings.

### **Presenters**

#### **A. Film Committee Presenters**

The two major film committees responsible for carefully chosen film series are (1) the D.U.U. Freewater Film Series, presenting 16mm film (in multiple showings of two or three presentations each evening) on Tuesday, Thursday, and Friday in the Film Theater, Bryan University Center, and on certain occasions children's films on Saturday morning; and (2) Quadrangle Pictures (Quad Flicks)—the oldest film program on campus presenting 16mm films on each Saturday and Sunday (two showings each evening) in the Film Theater.

Participation in these two committees is open to students, faculty, and staff. For Freewater Films, contact the program adviser or the chairperson of the D.U. Union, 101 Bryan University Center, ext. 2911. For Quadrangle Pictures, contact the director of Cultural Affairs, 109 Page, ext. 5578. Both groups solicit the opinions of the student body and faculty in the selections of films and are most happy to cooperate whenever possible in bringing films requested by departments and organizations.

During the two summer sessions, Freewater and Quadrangle Pictures show films in the Film Theater, Bryan University Center.

#### **B. General Campus Presenters**

Monday and Wednesday evenings may be utilized by departmental groups, residential units, fraternities and sororities, and by organizations chartered by ASDU to have public showings of 16mm films in the Film Theater. If admission is charged, the sponsoring group must use the Film Theater of the Bryan University Center, for which appropriate tax payment has been made to the city. The presenters should be aware of and should adhere to the following regulations:

1. All film presentations must be sponsored by the above organizations with funds from admission sales going to the respective organizations.
2. No film showing may be presented for an individual's self-aggrandizement.
3. Permission is withheld from film presenters for the showing of x-rated films until justification for their presentation is reviewed. Other films which, regardless of rating, are shown or have been found to encourage disruptive behavior may be restricted.
4. All film presenters must employ the services of a house manager and a projectionist, both provided by the building manager, Bryan University Center (office adjacent to the bank machines on the intermediate level, 684-2656). These employees will be present throughout the entire presentation. An estimate of cost will be available from the building manager.
5. All public announcements for the film showings (such as flyers, posters, calendar, and *Chronicle* announcements) must be made to display clearly the

sponsoring group's official name. Advertising for all film presentations is restricted to the campus media.

**Film Sources.** A complete up-to-date collection of film catalogues may be found in the Office of Cultural Affairs, 109 Page Building, and the D.U. Union Office, 101 Bryan University Center. The reference room of Perkins Library also has extensive files of film catalogues and other relevant reference material. The Durham County Library (on north Roxboro Street) also has projectors (movie and slide) for rent. You must have a library card to rent these. Catalogues may also be ordered directly from film companies.

**Locations for Film Showings.** The auditorium on the Duke campus authorized for film showings for which an admission is charged is the Film Theater of the Bryan University Center. This hall is covered by the payment of a privilege license tax paid by Duke University to the city of Durham and to the state of North Carolina. To charge admission to films shown in other areas is in violation of state law and brings into question the legal position of the university.

**Free Films.** If no admission is charged and no donation is received, films may be publicly shown in any appropriate room on campus, but their scheduling must adhere to other rules applicable to general campus film presenters to prevent conflicts.

#### **Possible Film Restrictions**

A. X-Rated Films Policy—Permission is withheld from film presenters for the showing of x-rated films until justification for their presentation is made through appeal.

1. An appeal by the Freewater Film Society and by other organizations under the jurisdiction of the University Union will be reviewed by the board of the University Union whose decision will be communicated to the vice-president for Student Affairs for final review.
2. An appeal by other chartered organizations will be reviewed by the vice-president of Student Affairs directly. All reviews and subsequent decisions will take into account, among other considerations, the objectives to be served by exhibiting the film, its educational value, and the extent to which the request can be supported by a social or aesthetic justification. When, in response to an appeal, permission is granted to present an x-rated film, the following procedures will be required: the vice-president for Student Affairs will (a) decide whether or not the film in question shall be listed in the *Duke Dialogue*, (b) designate what kind of identification may be required of members of the Duke University community and/or their guests, (c) decide whether or not a representative of the Public Safety Office may be required for the purposes of assisting the sponsoring group, at the latter's expense. In addition, those attending must show proof of age that complies with North Carolina state law.

B. Other Film Restrictions—The decision to withhold the scheduling of films which, regardless of rating, are shown or have been found to encourage disruptive behavior may be made by:

1. The University Union board for films proposed by the Freewater Film Society and by other organizations under its jurisdiction.
2. The Film Board of the Office of Cultural Affairs for films proposed by chartered organizations. The decision by either of these boards to withhold the scheduling of a film may be appealed to the vice-president for Student Affairs. When in response to an appeal, a favorable decision is reached, the same procedures listed in (a) through (c) will be required.

## Film Scheduling Procedures and Regulations.

1. A general meeting of film presenters will be announced by the scheduling office prior to final examinations for film presentations to be scheduled during the next semester. At this meeting a lottery for the selection of dates will be held.
2. After the general meeting of film presenters films may be scheduled between the hours of 9:00 A.M. and 4:00 P.M. on weekdays in 109 Page Building.
3. Film presenters may schedule only one film per semester unless other dates are available. In this event an additional film may be scheduled after October 1 for the fall semester and January 31 for the spring semester. Both must be approved by the director of the Office of Cultural Affairs or designate.
4. No film may be shown that is already scheduled for the academic year until following the originally scheduled showing. If groups decide to show a film that is already scheduled, they may not publicly announce in any way their choice of film presentation until the initial group has shown the film.
5. No public film showing (those announced to the general university community) may be scheduled at the same time on the same day as another film which has already been scheduled, unless no conflict is perceived by the group having completed their scheduling paperwork first.
6. The manager of the Bryan University Center has reserved the Film Theater for use on Monday and Wednesday evenings for film presentations. Instead of holding a lottery for film presentation dates, the following procedures should be noted:
  - a. All student presenters are to submit two or three dates (Mondays and Wednesdays) in priority order to Janice Daniel at 001-A Bryan Center. This will be on a first come first served basis. Contact Janice Daniel for date submission deadlines.
  - b. All conflicts will be resolved by this office and presenters will be notified of their date, so please include your name and phone number.
  - c. The remainder of the dates in the Film Theater will be released to other Duke users for films, speakers, etc.
  - d. Catalogs for ordering movies can be viewed in 001-A Bryan Center.
7. All chartered organizations' presenters should then proceed to the Office of Student Activities, located behind the information desk in the Bryan University Center. Pick up a review of bookkeeping procedures, get the account code of your organization and signature of the director of the Office of Student Activities or designate. The director of the Office of Student Activities or designate will not sign the scheduling application form until the following arrangements have been made: (a) the applicant organization's account has been reviewed to determine the ability of the organization to cover the film rental, film transportation, and both security and technical costs of the film presentation and (b) an IR form is prepared for the building manager, Bryan University Center, to cover costs for the employment of a house manager and a projectionist. Information which will be needed at this time includes: (1) rating of film, (2) running time of film, (3) cost of film and cost of film transportation.
8. Return to the Bryan Center no later than three weeks before the date of film presentation. (Note: scheduling will be forfeited if all procedures are not completed within the three-week deadline.)

NB: For showing films in an area other than the Film Theater for which no admission is charged and no donation is taken, arrangements must be made with the Technical Services Office, 0044 Bryan Center, for use of projectors



and a projectionist. For such showings, take an IR form to this office. All film showings must be cleared with the Office of Cultural Affairs to avoid conflicts.

9. Commons areas in residence halls and other such university facilities may not be used for the showing of "stag" films. In addition, such areas may not be used by individuals or groups for performances by strippers.

## **SAFETY**

No institution can guarantee the safety of all students at all times. It is therefore recommended that students exercise caution at times and places known to be hazardous. It is recommended that students not study in a classroom alone or walk alone in unlighted portions of the campus or between campuses after dark. The Public Safety Office (684-2444) may be called to request escort service.

1. Do not walk, jog, or bike alone outside of well-populated areas.
2. Keep your room and apartment door locked *at all times* whether or not you are present.
3. After the closing hours of women's residence halls, all external doors should be kept locked or closed.
4. Immediately report to the Public Safety Office, 911, or 684-2444, any incident taking place that threatens safety or appears suspicious.

## **SOLICITATION POLICY**

Commercial selling or soliciting in the residence halls is prohibited whether by residents or nonresidents.

The Bryan Center environs may be used for the purpose of sales, distribution, or events involving the use of sound amplification equipment. Any such activity must be sponsored by a recognized campus organization.

## **STUDENT RECORDS**

In accordance with the Family Education Rights and Privacy Act of 1974, Duke University generally permits students to inspect their educational records and protects the information in such records from disclosure to third parties without the students' consent. The university's policy on the release of students' records is on file in the Office of the University Registrar.

Address and telephone information provided to the Office of the Registrar may be released without student consent unless written notification is provided to the office by the end of the second week of classes.

## **TRAFFIC REGULATIONS**

Motor vehicles must be registered annually at the beginning of the fall semester or, if a vehicle is acquired later, within five days after bringing it to campus. All registration takes place in the Parking Services Office, 1415 Hull Avenue, and at other places and times as announced. Students in the School of Medicine and other Medical Center programs, residents of Hanes House, Hanes Annex, and Trent Hall, will all register through the Medical Center Traffic Office at places as announced. There is an annual parking fee, determined by location and status. Students must present their student identification card.

Upon registration of a motor vehicle, students will receive a copy of the university motor vehicle regulations. Operation of a motor vehicle on the campus is contingent upon compliance with these regulations.

All vehicles parked illegally, including bicycles, motor bikes, motor scooters, and motorcycles parked within the residential hall buildings, may be subject to towing.

### **USE OF QUADRANGLE SPACE**

Reservations for the use of quadrangle space must be directed to the Office of Student Life for West Campus areas and to the manager of the Bryan Center for East Campus space. All events scheduled on quadrangles must be registered with the Office of Student Life. Only in rare circumstances will the Chapel, academic, or main residential quadrangle areas be made available for events.

Recreational use of the aforementioned quadrangles, in addition to the East Campus main quadrangles, is prohibited. Such use includes, but is not limited to, football and volleyball games, organized frisbee competitions, etc. Students identified as participating in such activities will be referred to the Office of Student Life for possible judicial action.

### **VENDING AND ELECTRONIC GAMES (PIN-BALL, FOOSBALL, ETC.) EQUIPMENT**

Only university-owned vending and electric game equipment is permitted in the residence halls. Living groups interested in renting this type of equipment should contact Duke University Vending Services, a service component of the Duke University Stores. Such equipment rented from sources outside the university is prohibited.

### **VIDEO CASSETTE RECORDERS**

Students are advised that Federal copyright law restricts the use of videocassette recorders to private showings and prohibits their public performance.

#### **POLICY ON NONDISCRIMINATION**

Duke University does not discriminate on the basis of race, color, national and ethnic origin, handicap, sexual orientation or preference, sex, or age in the administration of educational policies, admission policies, financial aid, employment, or any other university program or activity. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students. For further information, call Dolores L. Burke, University Equal Opportunity (919) 684-8111.

*Academic Honesty*

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## Use and Acknowledgement of Sources

### THE IMPORTANCE OF ACADEMIC INTEGRITY

Independent learning and the acceptance of individual responsibility are values which are highly regarded among undergraduates at Duke University. It is recognized that personal integrity, and the achievement of genuine scholarship in a community of mutual respect, depend upon the commitments of students as well as faculty to these ideals.

Independent learning sometimes involves one in an investigation of novel data or ideas, and in the formulation of original hypotheses. Yet for most college students, independent learning means the patient search for information, the sifting of criticism which others have published, and the use of this material in the statement and defense of their own conceptions and judgements. From the reading of books, periodicals, and other printed materials, research papers and original compositions are written in partial fulfillment of course requirements. It is therefore of importance that all students understand what is expected of them in using and acknowledging such source materials.

Some entering students may have given little, if any, thought to the issue of academic honesty, for they may have been permitted to copy word for word encyclopedias and other reference works without the use of quotation marks. More perhaps have become accustomed to paraphrasing other peoples' ideas without giving credit to whom credit is due. Some students, who have recognized such common forms of plagiarism and avoided them may have fallen into habits of writing which are nonetheless dishonest. A chief contributing factor is a careless manner of notetaking, in which a student's own comments become hopelessly entangled with the words and phrases copied from sources. When notes of this kind are used as a basis for a report, one usually is either unable to identify clearly the ideas which are not one's own, or else, since the sources are not open before him/her at the time of writing, one can easily suppose that no credit need be given. In this way essentially honest students can and do unwittingly undermine their own academic integrity, and that of the community of scholars to which they belong.

It is sometimes protested that educators are too scrupulous in this matter, that there are so many borderline cases as to make the maintenance of standards impracticable. Are not books written to be used by anyone who chooses to rely on them? Do not researchers publish their ideas for others to share? How is one able to distinguish clearly between privileged information and public or common knowledge? Yet thoughtful consideration will lead one to see why honesty is the *sine qua non* of scholarship, the essential binding principle of any sound academic community and why scrupulosity in this matter is necessary.

A scholar's contributions are his/her ideas and insights; these are their actual achievements. While in college he/she receives recognition for his/her ideas and skills in the form of grades and credit toward graduation and, in some cases, scholarship awards. After graduation, one may be offered fellowships for graduate study or job opportunities on the basis of these accomplishments. Such things are posited on the faith that a scholar's work and achievements are their own, and that one's record indicates accurately the extent to which the student is able to organize in his/her own way that knowledge which is important to the work he/she is fitted to do. Unless the evaluation of each student's accomplishment is based on his real abilities, on work actually done and rewards gained, the student's college record becomes a fraudulent document, and an unfair advantage is gained over other students whose scholarship is honestly represented. Among the many factors essential to the good life of a quality college, commitment to the value of academic integrity is crucial. Students assume individual responsibility in this matter; their failure to do so, for whatever cause, is especially lamentable.

The following is published to provide basic information on the subject. First, there is reproduced a definition of plagiarism which, by furnishing examples, illustrates the improper use of source material. The appendix is a statement written by the chairman of the Undergraduate Judicial Board.

## A DEFINITION OF PLAGIARISM

The academic counterpart of the bank embezzler and of the manufacturer who mislabels his product is the plagiarist, the student or scholar who leads his reader to believe that what he is reading is the original work of the writer when it is not. If it could be assumed that the distinction between plagiarism and honest use of sources is perfectly clear in everyone's mind, there would be no need for the explanation that follows: merely the warning with which this definition concludes would be enough. But it is apparent that sometimes people of good will draw the suspicion of guilt upon themselves (and, indeed, are guilty) simply because they are not aware of the illegitimacy of certain kinds of "borrowing" and of the procedures for correct identification of materials other than those gained through independent research and reflection.

The spectrum is a wide one. At one end there is a word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote, *both* of which are necessary. (This includes, of course, the copying of all or any part of another student's paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so admirably expresses one's opinion that one is tempted to make it personal property. Between these poles there are degrees and degrees, but they may be roughly placed in two groups. Close to outright and blatant deceit—but more the result, perhaps, of laziness than of bad intent—is the patching together of random jottings made in the course of reading, generally without careful identification of their sources, then woven into the text, the cement to hold the pieces together. Indicative of more effort and for that reason, somewhat closer to honesty, though still dishonest, is the paraphrase, an abbreviated (and often skillfully prepared) restatement of someone else's analysis or conclusion, without acknowledgement that another person's text has been the basis for the recapitulation.

The examples given below should make clear the dishonest and the proper use of source material. If instances occur which these examples do not seem to cover, conscience will in all likelihood be prepared to supply advice.

## THE SOURCE

The importance of the Second Treatise of Government printed in this volume is such that without it we should miss some of the familiar features of our own government. It is safe to assert that the much criticized branch known as the Supreme Court obtained its being as the result of Locke's insistence upon the separation of powers, and that the combination of many powers in the hands of the executive under

the New Deal has still to encounter opposition because it is contrary to the principles enunciated therein, the effect of which is not spent, though the relationship may not be consciously traced. Again we see the crystallizing force of Locke's writing. It renders explicit and adapts to the British politics of his day the trend and aim of writers from Languet and Bodin through Hooker and Grotius, to say nothing of the distant ancients, Aristotle and the Stoic school of natural law. It sums up magisterially the arguments used through the ages to attack authority vested in a single individual, but it does so from the particular point of view engendered by the Revolution of 1688 and is in harmony with the British scene and mental climate of the growing bourgeoisie of that age. Montesquieu and Rousseau, the framers of our own Declaration of Independence, and the statesmen (or should we say merchants and speculators?) who drew up the Constitution have re-echoed its claims for human liberty, for the separation of powers, for the sanctity of private property. In the hands of these it has been the quarry of liberal doctrines; and that it has served the Socialist theory of property based on labor is final proof of its breadth of view.

CHARLES L. SHERMAN,  
 "Introduction" to John Locke,

*Treatise of Civil Government and A Letter Concerning Toleration.*

## 1. WORD-FOR-WORD PLAGIARIZING

It is not hard to see the importance of the Second Treatise of Government to our own democracy. Without it we should miss some of the most familiar features of our own government. It is safe to assert that the much criticized branch known as the Supreme Court obtained its being as a result of Locke's insistence upon the separation of powers; and that the combination of many powers in the hands of the executive under the New Deal has still to encounter opposition because it is contrary to the principles enunciated therein, the effect of which is not spent, though the relationship may not be consciously traced. The framers of our own Declaration of Independence and the statesmen who drew up the Constitution have re-echoed its claims for human liberty, for the separation of powers, for the sanctity of private property. All these are marks of the influence of Locke's *Second Treatise* on our own way of life.

In this example, after composing half of a first sentence, the writer copies exactly what is in the original text, leaving out the center section of the paragraph and omitting the names of Montesquieu and Rousseau where the text is taken up again. The last sentence is also the writer's own.

If the writer had enclosed all the copied text in quotations marks and had identified the source in a footnote, the writer would not have been liable to the charge of plagiarism; a reader might justifiably have felt, however, that the writer's personal contribution to the discussion was not very significant.

## 2. THE MOSAIC

The crystallizing force of Locke's writing may be seen in the effect his *Second Treatise of Government* had in shaping some of the familiar features of our own government. That much criticized branch known as the Supreme Court and the combination of many powers in the hands of the executive under the New Deal are modern examples. But even the foundations of our state—the Declaration of Independence and the Constitution—have re-echoed its claims for human liberty, for the separation of powers, for the sanctity of private property. True, the influence of others is also marked in our Constitution—from the trend and aim of writers like Languet and Bodin, Hooker and Grotius, to say nothing of Aristotle and the Stoic school of natural law; but the fundamental influence is Locke's *Treatise*, the very quarry of liberal doctrines.

Note how the following phrases have been lifted out of the original text and moved into new patterns:

crystallizing force of Locke's writing  
 some of the familiar features of our own government  
 much criticized branch known as the Supreme Court  
 combination of many powers in the hands of the executive under the New Deal  
 have re-echoed its claims for human liberty . . . property  
 from the trend and aim . . . Grotius  
 to say nothing of Aristotle and . . . natural law  
 quarry of liberal doctrines



As in the first example, there is really no way of legitimizing such a procedure. To put every stolen phrase within quotation marks would produce an almost unreadable, and quite worthless, text.

### 3. THE PARAPHRASE

*Paraphrase:* Many fundamental aspects of our own government are  
*Original:* Many familiar features of our own government are  
apparent in the *Second Treatise of Government*. One can safely  
assert in the *Second Treatise of Government*. It is safe to  
say that the oft-censured Supreme Court really owes its existence  
assert that the much criticized . . . Court obtained its being as  
to the Lockean demand that powers in government be kept  
a result of Locke's insistence upon the separation of powers;  
separate; equally one can say that the allocation of varied  
and that the combination of many powers  
the New Deal has still to encounter opposition because it is  
New Deal has still to encounter opposition because it is  
contrary to the principles enunciated therein . . . Once more it  
contrary to the principles enunciated herein . . . Again we see  
it is possible to note the way in which Locke's writing clarified  
the crystallizing force of Locke's writing.  
existing opinion.

The foregoing interlinear presentation shows clearly how the writer has simply traveled along with the original text, substituting approximately equivalent terms except where understanding fails him, as it does with "crystallizing," or where the ambiguity of the original is too great a tax on his ingenuity for him to proceed, as it is with "to encounter opposition . . . consciously traced" in the original.

Such a procedure as the one shown in this example has its uses; for one thing, it is valuable for the student's own understanding of the passage; and it may be valuable for the reader as well. How, then, may it be properly used? The procedure is simple. The writer might begin the second sentence with: "As Sherman notes in the introduction to his edition of the *Treatise*, one can safely say . . ." and conclude the paraphrased passage with a footnote giving the additional identification necessary. Or the writer might indicate directly the exact nature of what he/she is doing, in this fashion: "To paraphrase Sherman's comment . . ." and conclude that also with a footnote indicator.

In point of fact, this source does not particularly lend itself to honest paraphrase, with the exception of that one sentence which the paraphraser above copied without change except for abridgment. The purpose of paraphrase should be to simplify or to throw a new and significant light on a text; it requires much skill if it is to be honestly used and should rarely be resorted to by the student except for the purpose, as was suggested above, of personal enlightenment.

### 4. THE "APT" TERM

The *Second Treatise of Government* is a veritable quarry of liberal doctrines. In it the crystallizing force of Locke's writing is markedly apparent. The cause of human liberty, the principle of separation of powers, and the inviolability of private property—all three major dogmas of American constitutionalism—owe their presence in our Constitution in large part to the remarkable *Treatise* which first appeared around 1685 and was destined to spark within three years, a revolution in the land of its author's birth, and ninety years later, another revolution against that land.

Here the writer has not been able to resist the appropriation of two striking terms—"quarry of liberal doctrines" and "crystallizing force"; a perfectly proper use of the terms would have required only the addition of a phrase: The *Second Treatise of Government* is, to use Sherman's suggestive expression, a "quarry of liberal doctrines." In it the "crystallizing force"—the term again is Sherman's—of Locke's writing is markedly apparent . . .

Other phrases in the text above—"the cause of human liberty," "the principle of the separation of powers," "the inviolability of private property"—are clearly drawn direct-

ly from the original source but are so much matters in the public domain, so to speak, that no one could reasonably object to their reuse in this fashion.

Since one of the principal aims of a college education is the development of intellectual honesty, it is obvious that plagiarism is a particularly serious offense, and the punishment for it is commensurately severe. What a penalized student suffers can never really be known by anyone but the student; what the student who plagiarizes and "gets away with it" suffers is less public and probably leaves a mark on him or her as well as on the institution of which he is a member.

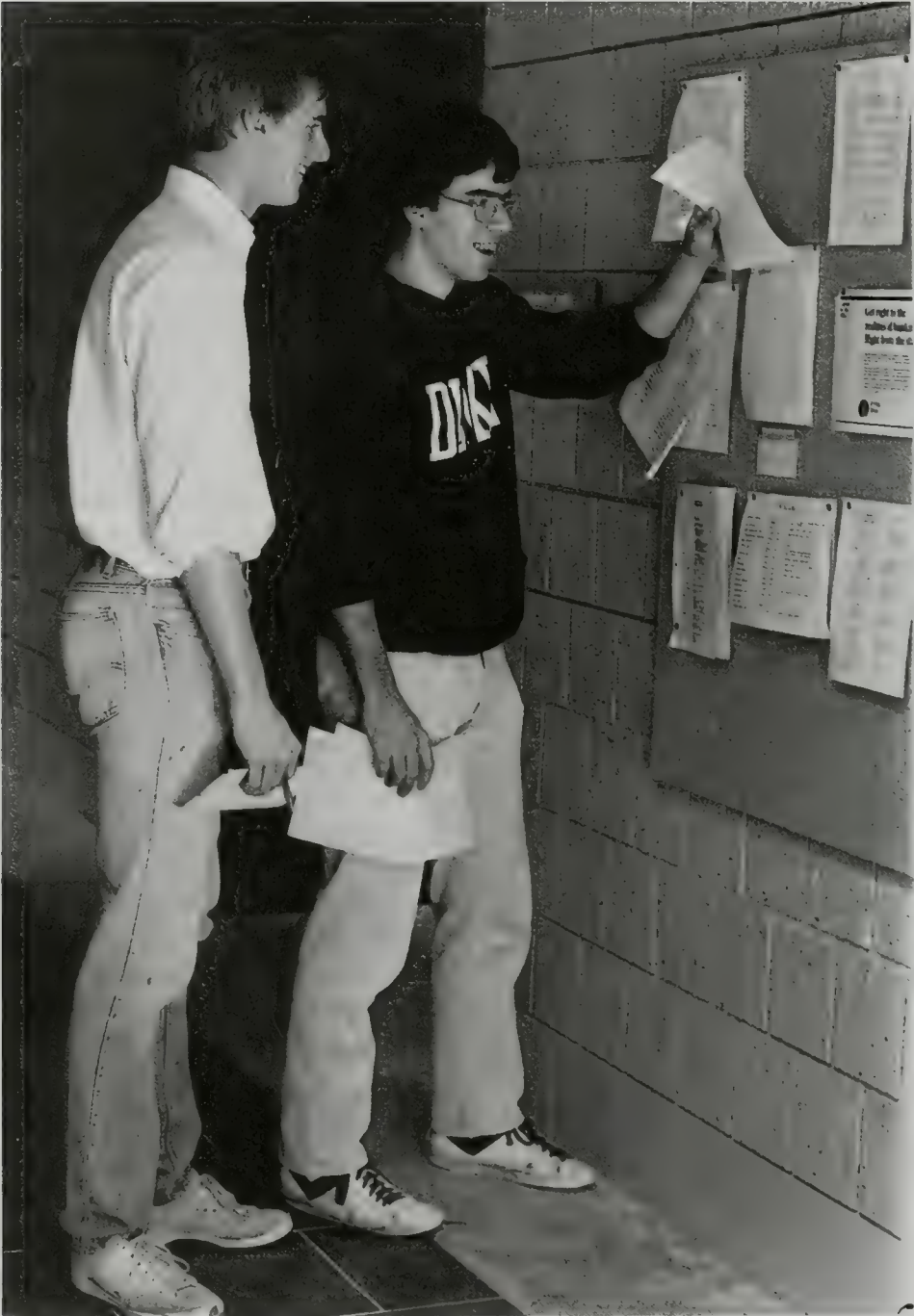
## **STATEMENT BY THE CHAIRMAN OF THE UNDERGRADUATE JUDICIAL BOARD**

Duke University, as a community of scholars, strongly relies upon the standard of academic integrity. Plagiarism and other forms of academic dishonesty represent a corruption of this integrity and, as such, cannot be tolerated within the community.

The Undergraduate Judicial Board actively affirms the requirement that every undergraduate student at Duke read and understand the "Statement on Academic Honesty." This statement provides a definitive explication of what is required, in terms of academic honesty, of each student in the community. It has been the sad experience of the board that many cases of academic dishonesty are the result of ignorance as to what exactly constitutes this dishonesty. We firmly urge that each student refer to the statement whenever there is any question about matters of academic honesty. This small investment in time almost certainly outweighs the possibility of badly damaging one's academic career through ignorance or carelessness.

Ignorance of what constitutes academic dishonesty is no excuse for actions which violate the integrity of the community. The board must view any offense of academic dishonesty with the utmost gravity and will determine sanctions commensurate with the severity of the violation. In a community which builds on the notion of academic integrity, the threat of academic dishonesty represents an intolerable risk.

*Appendices*





## Appendix A

## DUKE UNIVERSITY LICENSE TO OCCUPY RESIDENCE HALL SPACE

FULL NAME: \_\_\_\_\_  
(first) (middle) (last) (social security number)

HOME ADDRESS: \_\_\_\_\_

ACADEMIC YEAR 1991-92 or SPRING 1992

DUKE UNIVERSITY HEREBY LICENSES THE UNDERSIGNED TO OCCUPY A RESIDENCE HALL SPACE FOR THE ACADEMIC YEAR INDICATED DURING THE PERIODS WHEN RESIDENCE HALLS ARE OFFICIALLY OPEN FOR OCCUPANCY BY LICENSED STUDENTS. THE OFFICIAL OPENING AND CLOSING DATES OF RESIDENCE HALLS AND RECESS PERIODS DURING THE YEAR WHEN RESIDENCE HALLS ARE NOT OPEN FOR OCCUPANCY ARE PUBLISHED BY THE DEPARTMENT OF HOUSING MANAGEMENT. THIS LICENSE AUTOMATICALLY TERMINATES IF THE STUDENT OFFICIALLY WITHDRAWS, GRADUATES, OR CEASES FOR ANY REASON TO BE A FULL-TIME STUDENT.

I have read the accompanying Terms under which I may occupy residence hall space, and I understand that my continued occupancy is conditional upon my compliance with these Terms and all applicable University Regulations. If I violate these Terms or regulations, the University may revoke this License and may refuse to license me for any occupancy period subsequent to the one provided in this License. I further understand that the Terms of this Agreement and University Regulations are subject to reasonable changes and that, provided I have been notified of such changes, the University may revoke this License should I violate any Term or Regulation in effect during my occupancy under this License.

Nothing in this License shall be interpreted as relief from the responsibility to comply with federal, state, and local law; and violation of any applicable law may be reason for revocation of this License.

In consideration of this License, I agree to pay the University according to the schedule of payments for the type of room I occupy as approved by Duke University, a copy of which has been furnished. I understand that, in the event the University revokes this License because I have violated the terms of this agreement or University Regulations, I must vacate the room I am occupying immediately and the University shall not refund any portion of the payment made for the semester in progress. In the event I officially withdraw, graduate, or cease for any reason to be a full-time student, I agree to vacate the residence hall within forty-eight (48) hours. I understand that I will be charged for housing based on the number of days I have occupied a space and will

receive a refund for any amount I have paid for housing beyond the time of my departure. The number of days I have occupied the space will be determined according to the date Housing Management inspects the room and confirms that my space has been vacated.

\_\_\_\_\_  
(for Duke University) (Date)

\_\_\_\_\_  
(Signature of Student) (Date)

## Space Requested and Reserved

**SPACE RESERVED** \_\_\_\_\_

(room number)

(house)

### **ROOM DESCRIPTION:**

Type of Room: Single \_\_\_\_\_ Double \_\_\_\_\_ Triple \_\_\_\_\_ Single as Double\* \_\_\_\_\_ Double as Triple\* \_\_\_\_\_

## **TERMS UNDER WHICH DUKE UNIVERSITY LICENSES OCCUPANCY OF RESIDENCE HALL SPACE**

The purpose of these Terms is to establish understanding among students who reside in Duke University's residence halls and between these students and the University with regard to use of residential facilities. These Terms are an integral part of the License and are enforceable as covenants and conditions of the License. Any violation of the Terms could lead to revocation of this License and/or disciplinary action. Occupants are responsible for the actions of their guests.

These Terms apply only during periods when the Residence Halls are officially open for occupancy by licensed students. A student in the Residence Halls at any other time may be trespassed from the premises.

### **I. ELIGIBILITY**

Rooms in the Residence Halls are available for assignment to full-time Duke University students who are working towards a degree. Students who withdraw from school, take a leave of absence, or move off-campus must vacate the room within forty-eight (48) hours from the date of such withdrawal, leave, or move.

### **II. PAYMENTS, RETENTION OF PAYMENTS, AND TERMINATION OF LICENSE**

- A. Students pay for their License on a semester basis. Payments are to be made to the Office of the Bursar in accordance with established terms of that Office.

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\*Undergraduate students assigned to single rooms converted for double occupancy and double rooms for triple occupancy may be moved to normal single or double rooms to improve student living conditions and to ensure better use of facilities. The student will be financially responsible for the announced rate for a normal single or double room as applicable. Vacancies occurring in single rooms used as doubles or in double rooms used as triples will make that (those) remaining occupant(s) financially responsible for the announced rate for a single or double room as applicable for the remainder of the term of the license.

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- B. A prepayment of fifty dollars (\$50) must be paid in the spring by every resident student desiring to reserve a space in University housing for the following academic year. Payment must be made prior to the deadline published by the Office of Residential Life. This fee will be applied to rent for the fall semester. The rent prepayment is not refunded to any student who cancels his/her housing reservation after the last day of spring semester classes unless the student is involuntarily withdrawn from the University.
- C. A one hundred dollar (\$100) Residential Deposit must be paid by each new student upon admission to the University. While a student lives in University housing, it is understood and agreed that his/her Residential Deposit shall not be applied to fees. Upon permanently vacating University housing, Duke shall, within ninety (90) days, refund said deposit, less any outstanding fees incurred in accordance with the established University policy. Charges for damages in excess of the Residential Deposit shall be assessed to the student. The Residential Deposit will not be refunded after residential space is reserved to new students who fail to matriculate. Any currently enrolled student will receive a refund of the Residential Deposit if written cancellation is received by Residential Life by July 1 for the fall semester and by December 1 for the spring semester.
- D. Each resident is required to obtain a Duke Card and a room key at the time of his/her occupancy. The room key must be returned to the appropriate Service Office within forty-eight (48) hours of vacating the assigned space. Failure to return the key within the 48 hour time period will result in a charge to the student's Bursar's account.
- E. An undergraduate student who has been assigned a room and who wishes to cancel the assignment must notify the Office of Residential Life in writing. Students who cancel their assignments after the contract has begun will be entitled to a refund of the unused rent. The amount of the unused rent is determined by the date of written notification to the Office of Residential Life or the date of vacating the Residence Halls, whichever is later. In any case, a minimum of \$50 will be retained by the Department of Housing Management.

### **III. RESERVATION, ASSIGNMENT, AND ROOM CHANGE PROCEDURES**

- A. The License will not be effective unless accompanied by a signed Food Contract for the same academic year.
- B. Reservations for preregistered upperclass students who have paid Residential Deposits and the fifty (\$50) prepayment of rent will be made in accordance with procedures announced by the Dean for Residential Life. Every effort will be made to assign students in accordance with their preferences; however, the Dean or designee reserves the right to make or change final room assignments if in his/her judgment such reassignments are necessary.
- C. Exchange or transfer of rooms by students may be made only by the following procedure: (1) approval of room change by the Dean for Residential Life or designee, (2) official inspection of vacated room by the Department of Housing Management, (3) change of keys in appropriate Service Office. In all of the above, the student(s) seeking the change is (are) responsible for making appointments and arrangements. Any unofficial room change may lead to revocation of this License and will not relieve the student(s) involved of the obligation to pay for occupancy, damages, and other costs for the officially assigned room.
- D. Vacancies existing in rooms will be filled by the Dean for Residential Life or designee.



- E. Undergraduate students assigned to single rooms converted for double occupancy and double rooms converted for triple occupancy may be moved to normal single or double rooms to improve student living conditions and to ensure better use of facilities. The student will be financially responsible for the announced rate for a normal single or double room as applicable for the remainder of the term of the License.
- F. Vacancies occurring in single rooms used as doubles or in double rooms used as triples will make the (those) remaining occupant(s) financially responsible for the announced rate for a single or double room as applicable for the remainder of the term of the License.

#### IV. PROCEDURES, MAINTENANCE, STORAGE, AND DAMAGES

- A. Maintenance will be performed normally on a routine basis; however, corrective, emergency, and preventive maintenance will be assigned as necessary.
- B. The University retains the right to enter the premises without the resident being present to carry out maintenance tasks, to conduct inspections regarding availability of space, and to take care of emergency or any equipment failure which is causing damage or hazard to property or persons. Entry into the room for other reasons will be made during reasonable hours with notice to the assigned occupants.
- C. The Department of Housing Management cleans each room prior to occupancy. Thereafter it is the responsibility of the resident(s) to clean the room. The room is expected to be left in a clean condition by the vacating resident(s). If a room requires extraordinary cleaning after occupancy, the cost will be charged to the resident(s). Housekeeping services will be provided on weekdays during the academic year (excluding holidays) only in common areas of the residence halls. The cost of extraordinary cleaning resulting from a living group's activities will be charged to the living group.
- D. The University is not liable for damage or loss of personal property. **Because the University does not provide insurance, occupants are encouraged to provide their own personal property insurance.**
- E. The University is not liable for the failure or interruption of utilities (including air-conditioning in those residential facilities in which air conditioning units have been installed) or for damages resulting from failure or interruption of utilities or equipment. Residents are not entitled to any compensation or abatement of rent.
- F. Use of nails, screws, tacks, or adhesives which damage walls, furniture, or fixtures is prohibited. Advice on nondamaging ways of hanging artwork and other items is available from Housing Management.
- G. Buildings, building equipment, and furniture repairs or replacements necessitated by damage beyond normal wear and tear will be billed to the appropriate student(s) or living group in accordance with official procedures published by Housing Management. At the end of each academic year, outstanding living group charges will be divided equally among the group's members and charged to their student ledgers.
- H. The assigned occupant(s) is (are) responsible for reporting to Housing Management defects or damages found in a room within five working days after occupancy. (Forms are provided for the initial inspection by the Department of Housing Management.) The resident(s) of a room will be charged for any damages or modifications found in the room after occupancy unless previously noted on the inspection form.

- I. Each bedroom is equipped with furniture by the Department of Housing Management. The resident(s) of a room will be charged for any furniture missing from that room. Personally owned furniture may be added to the room by a resident provided all residents of that room consent and the furniture is removed by the residents at the end of occupancy. Costs for removing any remaining personal furniture will be charged to the residents.
- J. Students are collectively responsible for care of public areas including furnishings and equipment. Commons furniture owned by Duke University Housing Management may not be removed from its intended location. Anyone doing so may be charged with theft under the Judicial Code. Commons furniture found in bedrooms may be removed by University personnel at the expense of the occupant(s).
- K. Resident students may place empty trunks, luggage, and specialized packing cartons (e.g., stereo boxes) in storage rooms during the effective period of the license at no charge. The University takes no responsibility for the items stored or their contents. Procedures for storage on a fee basis are available from the Department of Housing Management.
- L. Non-University property left in rooms after the license period terminates will be disposed of at the discretion of Housing Management.

## V. TERMS AFFECTING RIGHTS, ORDER, HEALTH, AND SAFETY

The following Terms are designed to protect the health and safety and to provide for the comfort and privacy of all students who are licensed to occupy residence hall space. In addition to the following specific Terms, any conduct which reflects a serious disregard for the rights, health, security, and safety of other occupants of the residence halls will be regarded as a violation of the License. Every effort will be made to assign students in accordance with their preferences. However, the Dean reserves the right to make or change final room assignments if in his/her judgment such reassignments are necessary.

- A. Students are entitled to privacy in their assigned rooms as set forth in the University Privacy Policy published in the *Bulletin of Information and Regulations*. Sanitary or safety inspections may be conducted by government officials without notice in accordance with the General Statutes of North Carolina and city and county ordinances. When the residence halls are officially closed during Christmas recess, inspection of rooms will be made by University officials to ensure that no fire or other hazards exist. Hazardous items will be removed and the student(s) involved will be notified when the buildings are officially opened.
- B. The unofficial use or possession of residence hall keys, including possession of master keys or keys other than those assigned to the student, is prohibited. Keys and card keys are not transferable; switching keys with other students is prohibited.
- C. Propping open outside residence hall doors or in any way tampering with the security system of the residence hall is prohibited.
- D. Lost/stolen DukeCards must be reported immediately to the DukeCard Office and a replacement can be obtained. A lost/stolen key must be reported immediately to the appropriate Service Office and a replacement key obtained. A lost/stolen key will result in a charge to the student's Bursar's account. The bedroom door lock will be changed if the resident is unable to present the lost/stolen key to the Service Office within two weeks.
- E. Except in case of fire, firefighting equipment and alarms shall not be tampered with and shall remain in place. Residents must comply with all fire drills and fire regulations. Fires must be reported to Public Safety and Housing Management.

- F. Personally owned air-conditioning equipment and heating is not permitted in residence hall areas. Compliance with any existing University energy conservation policy is required.
- G. Tampering with electrical wiring, including, but not limited to, the installation of direct wired ceiling fans and dimmer switches, is prohibited.
- H. Locks and plumbing are not to be tampered with or changed by occupants.
- I. Damage caused by electrical appliances which are not owned by Duke University is the responsibility of the resident(s).
- J. Waterbeds are prohibited.
- K. In accordance with North Carolina General Statute 14-269.2, no firearms, explosives, fireworks, highly inflammable materials, or any articles which may be used as offensive weapons may be in the residence halls or on the campus. This includes knives, slingshots, clubs, pellet guns, rifles, BB guns, and all firearms and items of like kind.
- L. Animals, including, but not limited to, birds and reptiles, are not allowed in or around the residence halls even for short periods. An extermination, at the resident's expense, will be done if an animal enters the residence halls. Fish are allowed provided they are kept in an aquarium no larger than 25 gallons, the container is cleaned regularly, and no illegal species are kept.
- M. No personal effects may be left in the hallways, stairwells, or common areas of the residence halls; any personal effects so found will be disposed of at the discretion of the Department of Housing Management.
- N. Selling or soliciting in the residence halls, by residents or outsiders, that is either commercial or unrelated to University objectives or activities is prohibited.
- O. A room may be occupied only by the student holding a license for that room. This license may not be transferred by the student to another person. Guests are permitted in student's rooms and common areas for reasonable periods of time subject to the consent of each resident of a room and the specified residence hall visitation policies for each residential unit.
- P. Motor vehicles may not be stored or maintained at any time in any residence hall area. Bicycles may be retained by the owner in his or her assigned bedroom space, but may not be stored in commons, baths, corridors, entrances, or other residence hall spaces. Motor vehicles and bicycles in unauthorized areas will be removed. Students will be required to pay removal fees in order to recover such vehicles or devices used to secure them. The University assumes no responsibility for damage to such vehicles or devices used to secure them.
- Q. Access to roofs and attic space is forbidden.
- R. Boisterous conduct in violation of the University noise policy is prohibited. Occupants are responsible for the conduct of guests, and any violation of University rules and regulations by a guest shall constitute a violation of same by occupants. Occupants not present during violations will still be held accountable.
- S. Candles or other open flame devices in the residence halls are prohibited unless permission is obtained from Duke University Safety Office upon application in writing and upon presentation of proper justification.
- T. Platforms, partitions, or similar structures may not be erected anywhere in the residence halls by students or living groups without the written approval of the Director of Housing Management or designee. Lofts may be erected only if a loft permit is completed and returned to the appropriate Service Office.



- U. Cable television on the Duke Network is provided in the commons room of each living group. Connecting televisions in bedrooms to the commons room cable or otherwise tampering with the cable is prohibited.

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## DUKE UNIVERSITY LICENSE FOR UNDERGRADUATE STUDENTS TO OCCUPY SPACE IN CENTRAL CAMPUS FACILITIES

NAME: \_\_\_\_\_ SS #: \_\_\_\_\_

HOME ADDRESS: \_\_\_\_\_

ASSIGNED LOCATION: \_\_\_\_\_

PERIOD: from noon \_\_\_\_\_ to noon \_\_\_\_\_

Duke University hereby licenses the undersigned to occupy space in the above indicated location and period, subject to the Rules, Regulations, and Other Terms of this Licensing Agreement and all applicable University Regulations. Due to the economics of operating these units, this License will not be revoked to permit students to move to other University housing facilities or to move off campus. ***This license automatically terminates if the student officially withdraws, graduates, or ceases for any reason to be a full-time student.***

I have read the Rules, Regulations, and Other Terms of this Agreement, a copy of which has been furnished, under which I may occupy space in University housing and I understand that my continued occupancy is conditional upon my compliance with these terms and all applicable University Regulations. (Attention is especially directed to Part III of the Rules, Regulations, and Other Terms.) If I violate any of these Rules, Regulations, and Other Terms, the University may revoke this License and may refuse to license me for any occupancy period subsequent to the one provided in this License. I further understand that the Rules, Regulations, and Other Terms of this Agreement and University Regulations are subject to reasonable changes. If I have been notified of such changes, the University may revoke this License should I violate any Rules, Regulations, or Other Terms in effect during my occupancy under this License.

Nothing in this License shall be interpreted as relief from the duty to comply with federal, state, and local law, and violation of any applicable law may be reason for revocation of this License.

In consideration of this License, I agree to pay the University according to the schedule of payments for the type of space I occupy as approved by Duke University, a copy of which has been furnished. I understand that, in the event the University revokes this License because I have violated any of the Rules, Regulations, or Other Terms of this Agreement or University Regulations, I must vacate the space I am occupying immediately and the University shall not refund any portion of the payment made for the semester in progress. In the event I officially withdraw, graduate, or cease for any reason to be a full-time student, I agree to vacate the space I am occupying within forty-eight (48) hours. I understand that I will be charged for housing based on the number of days I have occupied that space and will receive a refund for any amount I have paid for housing beyond the time of my departure. The number of days I have occupied the space will be determined according to the date Housing Management inspects the apartment and confirms that my space has been vacated.

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(for Duke University)

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(Signature of Student)

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Date

Date

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## **RULES, REGULATIONS, AND OTHER TERMS FORMING A PART OF THE LICENSE OF CENTRAL CAMPUS APARTMENTS**

The purpose of these terms is to establish a mutual understanding among students and the University with regard to use of facilities in the Central Campus Apartments. These Rules, Regulations, and Other Terms are an integral part of this License and are enforceable as covenants and conditions of the License. For further information please refer to the Central Campus Handbook.

### **I. ELIGIBILITY**

Units in the facilities are available for assignment to full-time Duke University students who are working towards a degree. Students who withdraw from school or take a leave of absence must vacate the apartment within forty-eight (48) hours from date of such withdrawal or leave.

### **II. PAYMENTS:**

- A. **Prepayment:** A fifty dollar (\$50) prepayment fee must be paid by eligible students who wish to reserve a space in University housing for a subsequent academic year. This prepayment will be credited to the rent for the fall semester. The rent prepayment is not refunded to any student who cancels the housing reservation after the last day of spring semester classes unless the student is involuntarily withdrawn from the University.
- B. **Residential Deposits.** Unless previously paid, a student who wishes to reserve a unit in Central Campus Apartments, must submit a Residential Deposit of one hundred dollars (\$100) to the Dean for Residential Life or designee. While a student lives in University housing, it is understood and agreed that his/her Residential Deposit shall not be applied to housing fees. Upon termination of this License and vacating University housing, Duke shall, within ninety (90) days, refund said deposit, less any outstanding fees incurred, in accordance with the established University policy. Charges for damages in excess of the Residential Deposit shall be assessed to the student. The Residential Deposit will not be refunded after an assignment has been made to students who cancel their assignments, forfeit their assignments, or fail to occupy the residential space except in the following instances: (1) A student who has paid a prepayment for a subsequent academic year will receive a refund of the Residential Deposit if written cancellation is received by Residential Life by July 1; (2) A student residing in University housing for the fall semester will receive a refund of the Residential Deposit if written cancellation for the spring semester is received and approved by Residential Life by December 1.
- C. **Key Deposit.** Each resident of a housing unit is required to obtain one key to the unit and one mailbox key at the time of his/her occupancy. The keys must be returned within forty-eight (48) hours of vacating the assigned space. Failure to return the keys within the 48 hour period will result in a charge to the student's Bursar's account.
- D. **Housing Fees.** Payments for housing are to be made to the Office of the Bursar before occupancy in accordance with established terms of that office. Payments are to be made on a semester basis.

### **III. RESERVATION, ASSIGNMENT, SPACE CHANGE, AND CANCELLATION PROCEDURES**

- A. Students applying for spaces in Central Campus Apartments who have paid the required Residential Deposit will be assigned to the apartments by lottery. Undergraduate students who are presently living in University housing will be assigned to apartments in accordance with procedures published by the Office of Residential Life.
- B. The number of students to be assigned to various types of units is established by the Department of Housing Management.
- C. Every effort will be made to assign the students in accordance with his or her preference. Because this is not always possible, the Dean for Residential Life, or designee, retains the authority to make final space assignments.
- D. The exchange or transfer of apartments may be made only upon approval by the Dean for Residential Life or designee. It is the responsibility of a student vacating space or exchanging apartments to make the apartment ready for the new tenant. The space to be vacated will be inspected by a representative of Housing Management to relieve the vacating student of financial responsibility for damage occurring after the student vacates. Any unofficial apartment change may be reason for revocation of this license and will not relieve the student(s) involved of the obligation to pay occupancy, damage, and other costs for the assigned space.
- E. The Office of Residential Life makes no effort to assign individual bedroom space within each unit. That responsibility is left to the assigned occupants.
- F. Units shall not be occupied in whole or in part by any person other than those regularly assigned by the Dean for Residential Life. Occupants may not sublet assigned space. Guests are permitted for short periods only, provided all residents of that unit consent.
- G. The Dean for Residential Life, or designee, reserves the right to change space assignments if in his/her judgment such change(s) is (are) necessary.

### **IV. PROCEDURES, MAINTENANCE, STORAGE, AND DAMAGE**

- A. Maintenance to buildings, fixtures, utilities, equipment, and furnishings will be performed on a routine basis; however, corrective emergency and preventive work will be performed as necessary.
- B. Prior to occupancy, the Department of Housing Management will clean each vacant unit and will correct deficiencies. An inspection form will be made available for each apartment. Each assigned student should note on the form the condition of the apartment and furnishings at the time of occupancy to prevent misunderstandings. Instructions on the form must be followed.
- C. Occupants shall maintain the demised premises, the furnishings and equipment therein in good condition and shall be responsible for all broken windows and door glass, the failure of plumbing or equipment caused by misuse and other damage beyond normal wear and tear. In such cases, occupants shall be assessed the cost of materials and labor as invoiced by the Department of Housing Management for repairs, replacements, or reassembly. The Department of Housing Management shall have routine maintenance performed and agrees to make such repairs as may be rendered necessary insofar as the cause thereof does not arise from the willful acts or negligence of the occupant(s). No alteration, addition, or painting may be conducted within the premises by the occupant(s).



- D. Locks and plumbing are not to be tampered with or changed by residents.
- E. The University retains the right to enter the premises without the tenant being present for the following reasons: (1) to take care of an emergency or failure of equipment which is causing damage or hazard to property or persons, (2) to conduct inspections to determine availability of space, (3) to carry out routine maintenance, and (4) to ensure that the furnace has been left on and that the thermostats have not been set below 50 degrees. Furnaces that have been turned off will be turned on and thermostats will be set at 50 degrees by the Department of Housing Management. Entry into the apartment for other reasons will be made during reasonable hours with notice to the assigned occupant(s).
- F. Non-Duke University Housing Management property left in apartments after the license period terminates will be disposed of at the discretion of Housing Management.
- G. The unofficial use or possession of apartment keys, including possession of master keys or keys other than those assigned to the student, is prohibited.
- H. Lost/stolen keys must be reported immediately to the Central Campus Service Office and a replacement key must be obtained. A lost/stolen key will result in a charge to the student's Bursar's account. The lock(s) to the apartment will be changed if the resident is unable to present the lost/stolen key to the Central Campus Service Office within two weeks.
- I. The University is not liable for damage or loss of personal property. Because the University does not provide insurance, occupants are encouraged to provide their own personal property insurance.
- J. The University is not liable for damage, failure, or interruption of utilities. Interruption or curtailment of such services will not entitle the resident to any compensation or abatement of rent.
- K. Furniture or equipment owned by Duke University Housing Management placed in the unit may not be removed from the unit.
- L. Pianos, washing machines, dryers, dishwashers, radio transmitters, external radio or television antennas, and waterbeds are not authorized in these units.
- M. Use of screws, hooks, decals, and adhesive on walls, furniture, or fixtures is prohibited. Small picture hanging nails provided by the Central Campus Service may be used; however, heavy items may not be hung.
- N. Washing of cars in the Central Campus area is prohibited.
- O. No dusting or shaking of mops, brooms, or other cleaning material from the windows, doors, and balconies is permitted.
- P. No fences may be put up around the apartments.
- Q. Outside clotheslines are prohibited.
- R. Access to roofs and attic spaces is prohibited.

## **V. TERMS AFFECTING RIGHTS, ORDER, HEALTH, AND SAFETY**

The following terms are designated to protect the health and safety and to provide for the comfort and privacy of all students who are contracted to occupy units in the Central Campus Apartments. In addition to the rules, regulations, and other terms, any conduct which reflects a serious disregard for the rights, health, security, and safety of other residents will be regarded as a violation of the License.

- A. Combustible materials shall not be stored on the premises.
- B. Sidewalks, stairways, and entryways must not be used for purposes other than ingress or egress. Bicycles must not be left in these areas or other locations where

they may cause harm to persons or groundskeeping equipment. Motorcycles must be parked in parking lots.

- C. Nothing shall be hung from balconies, porches, gutters, or stairwells.
- D. In accordance with North Carolina General Statute 14-269.2, no firearms, explosives, fireworks, highly inflammable materials, or any articles which may be used as offensive weapons may be in the Central Campus facilities. This includes slingshots, clubs, pellet guns, rifles, BB guns, and all firearms and items of like kind.
- E. Tampering with electrical wiring, including but not limited to, the installation of direct-wired ceiling fans and dimmer switches is prohibited.
- F. Delivery trucks, automobiles, motorcycles, scooters, and minibikes will not be permitted on lawns and walkways, patios, or stairwells. These vehicles must be parked in legal parking spaces. Motorcycles, scooters, and minibikes may not be stored in the apartment.
- G. Animals, including but not limited to birds and reptiles, shall not be taken into or kept in or about the units. An extermination, at the resident's expense, will be done if an animal enters the apartment. Fish are allowed provided they are kept in an aquarium no larger than 25 gallons; the container is cleaned regularly; and no illegal species are kept.
- H. Residents shall maintain the areas adjacent to their apartments in a neat and orderly condition. No refuse, loose paper, cans, bottles, etc. shall be permitted to accumulate around the dwelling units. Any packing cases, barrels, or boxes used in moving must be removed by the occupants who are moving. Bulk refuse containers are located throughout the complex.
- I. Campers, trailers, boats, or similar units may not be parked in the parking lots or other areas at the Central Campus Apartments.
- J. Burning candles or other flames are prohibited in University housing.
- K. Any student residing in the apartments who contracts an infectious or contagious disease should immediately report this to the Office of Residential Life.
- L. Selling or soliciting on the premises of University housing by residents or outsiders, that is either commercial or unrelated to University objectives or activities, is prohibited.
- M. The apartment must be kept in good order and in a sanitary condition.
- N. Laundry rooms will not be used for storage of personal effects, bicycles or the like. The University is not responsible for clothing lost or stolen from Central Campus laundries.
- O. All users of the Central Campus pool must observe swimming pool regulations published by Housing Management. All persons use the pool at their own risk.
- P. Boisterous conduct in violation of the University noise policy is prohibited. Occupants are responsible for the conduct of their guests, and any violation of these Rules and Regulations by a guest shall constitute a violation of same by occupants.
- Q. Fire extinguishers are placed in each apartment for the safety of occupants and property. Tampering with this equipment, for use or any purpose other than extinguishing fires, is prohibited. Fires must be reported to Public Safety and Housing Management.

## **VI. ENERGY CONSERVATION**

**All residents must comply with energy conservation programs as established by Duke University for residential facilities.**

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## Appendix B

### 1991/92 DUKE UNIVERSITY RESIDENTIAL DINING PLAN CONTRACT

Duke University policy requires that all undergraduate students residing in campus residence halls participate in the dining plan offered by the Dining and Special Events Department. Residents of Central Campus apartments are excluded from this requirement. The student participating in a dining plan shall be referred to as the **participant** for the purpose of this contract.

1. The participant may select one of the dining plans listed at the bottom of this page (plans A-E). A fifteen dollar (\$15) administrative fee will be charged in addition to the amount of the dining plan. This contract shall be in effect for the period commencing the first day of New Student Orientation in the fall semester, 1991 and ending on the Monday following graduation in the spring semester, 1992. Dining plan points purchased by the participant will be allocated on a semester to semester basis, with one half of this contract billed to the participant's Bursar's account prior to the beginning of each semester. Dining plan points remaining at the end of the first semester shall be carried over to the second semester. Dining plan points remaining at the end of the year will be refunded in accordance with Policy D, below. Second semester dining plan points cannot be used prior to the beginning of the second semester.
2. The participant may change his or her dining plan commitment to a different level for the second semester only during the official Dining Plan Change Period, which will be *Monday, September 23, 1991 through Friday, November 15, 1991*. **No dining plan changes will be allowed after this change period.** Please see Policy C below for more important details on dining plan changes.
3. Duke University's I.D. card, the DukeCard, shall be the medium by which dining plan points are accessed. This card must be presented to the cashier at the time of purchase. The participant shall receive a statement of all dining plan transactions at approximately 30 day intervals during the period of this contract. Questions concerning transaction records or the status of an account should be referred to the DukeCard Office. **Lost DukeCards should be reported immediately to the DukeCard Office at 684-5800 so that the account can be protected from unauthorized use.**
4. The Dining and Special Events Department reserves the right to determine menu, prices, hours, and days of operation for all facilities as well as other operational requirements. The dining plan is nontransferable, either in part or in whole. A participant may pay for a guest's transaction only if the participant is present when the purchase is made. Misuse of the dining plan shall subject the participant to the provisions of the Duke University Judicial Code.

#### IMPORTANT POLICIES

- A. LEAVING THE UNIVERSITY.** A student who takes an official leave of absence or withdraws during the semester, as certified by the Registrar or appropriate Dean, shall receive a refund equal to the remaining dining plan points in his or her account, less a thirty dollar (\$30) withdrawal fee.
- B. MOVING OFF CAMPUS.** Any student who moves off-campus or to Central Campus apartments after signing a dining plan contract may cancel his or her dining plan by paying a thirty dollar (\$30) cancellation fee, **OR** he or she may switch to a smaller residential plan or a nonresidential dining plan (Plan F) without penalty. A student who cancels his or her dining plan will receive a credit to his or her Bursar's account equal to the remaining dining plan



points in his or her account less the thirty dollars (\$30) cancellation fee. A student who switches to a smaller plan will receive a credit to his or her Bursar's account equal to the difference in cost between the old plan and the new plan, unless the balance of the account is less than this amount.

**C. DINING PLAN CHANGES.** The participant **may not** change or modify this contract for the fall semester once it has been received by the DukeCard Office (administrator of the dining plan), except due to conditions outlined in Policies A and B detailed above. The participant may change his or her dining plan for the spring semester during the official Dining Plan Change Period, which will be *Monday, September 23 through Friday, November 15, 1991*. There will be a twenty dollar (\$20) fee for dining plan changes. This fee will be waived for students changing to a larger dining plan. Additional dining plan points may be added to any dining plan throughout the academic year in increments of \$50, with this purchase charged to the participant's Bursar's account. No fees will be incurred to add dining points in this manner.

If a participant wishes to seek a change in his or her dining plan other than during the official Dining Plan Change Period, the participant must make application to the Duke University Student Dining Advisory Committee. A participant requesting a plan change due to religious, financial, or medical reasons will be referred to an appropriate university authority, who will determine the legitimacy of this request and make a recommendation to the advisory committee. Decisions of the Duke University Student Dining Advisory Committee are final.

**D. YEAR END REFUNDS.** A 100% refund of the first \$100 remaining in his or her account will be given to any student who participates in a dining plan for both the fall and spring semesters. A student on a dining plan for a single semester will receive a 100% refund of the first \$50. A 50% refund will be given for funds in excess of these amounts. Refunds will be credited to the participant's Bursar's account.

Indicate your choice of Dining Plan\* by circling the appropriate letter:

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
(\$1,580)	(\$2,040)	(\$2,290)	(\$2,480)	(\$2,770)

\*Prices given below do not include the \$15 annual administrative fee, which will appear as a separate line item on your Bursar's bill.

Circle the appropriate descriptions below:

Residence Halls	First-Year Student	Junior	Graduate Student
Off-Campus/Central Campus	Sophomore	Senior	Other (explain)

Print Full Name \_\_\_\_\_ Social Security # \_\_\_\_\_

I have read the provisions of this **legally-binding contract**, and agree to all terms and provisions as stated above.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Please retain the last copy of this contract for your records. Do not include payment— you will be billed later.

# Appendix C

## JUDICIAL SYSTEM OF DUKE UNIVERSITY

### Article I: The Judicial System

1.010 The judicial system of the University shall consist of the University Judicial Board

- a Judicial Board for each of the communities hereafter defined (see Article III), and
- a Judicial Board for each of the residential units in the University.

### Article II: The University Judicial Board

2.010 Jurisdiction

- a. The jurisdiction of the University Judicial Board shall be limited to cases arising out of the Pickets and Protests Regulations and cases involving more than one of the communities as determined by the Vice-President for Student Affairs in consultation with the Chancellor and the Chairman of the University Judicial Board.
- b. The University Judicial Board shall have jurisdiction over members of the student body, members of the faculty, and administrative personnel of the University not subject to the Personnel Policy Handbook.

2.015 Filing of Charges; Responsibilities of Vice-President for Student Affairs

- a. The Office of the Vice-President for Student Affairs shall have responsibility for receiving complaints, conducting investigations, and preferring charges concerning offenses within the jurisdiction of the board. The University Judicial Board shall hear no case without a finding of probable cause made by the Vice-President for Student Affairs, whose signature to the charge or charges shall constitute sufficient evidence of such finding.
- b. To assist the Vice-President for Student Affairs in the investigation of complaints, the gathering of evidence, and the preparation of charges, investigative and judicial aides may be appointed by the Vice-President and shall serve at his/her pleasure and under his/her direction. The number and specific duties of such aides shall be determined by the Vice-President for Student Affairs, who shall be fully responsible for all duties performed by them in their capacity as aides.
- c. The Vice-President for Student Affairs shall subpoena witnesses as directed by the University Judicial Board.
- d. The Vice-President for Student Affairs may delegate all or any portion of his/her duties as regards these judicial procedures to an aide or aides whose appointment is approved by the Vice-Provost and Dean of Undergraduate Instruction. The Vice-President for Student Affairs shall be responsible for the discharge of all duties thus delegated.

2.020 Membership

The University Judicial Board shall consist of a Chairman appointed by the Chancellor, five faculty members (two of whom shall be from the Law School) appointed by the Executive Committee of the Academic Council, and two student members from each of the communities (except in the case of the undergraduate community where there should be four members) elected by each community's Judicial Board. The Chairman of

the Board shall select five-person panels consisting of a Chairman and an equal number of students and faculty. Cases referred to the board shall be assigned to the panels in rotation, provided that a member of a panel may, at his/her request, be excused from sitting on a case by the Chairman of the Board, who may appoint a substitute from among the other members of the board. Each panel shall be known as a "Hearing Committee of the University Judicial Board."

## 2.030 Terms of Members

Faculty members shall normally serve for two-year terms, but are eligible for reappointment. The terms should be staggered in order to provide continuity. Two of the initial appointees shall be appointed for one-year terms. Student members shall serve for one-year terms, although they may be eligible for re-election. The board has the right to remove any member of the board for cause by a vote of a two-thirds majority of all members. The vacancy shall be filled promptly according to the original procedure.

## 2.040 Conduct of the Hearing

- a. The hearing will be conducted in private unless the accused requests an open hearing. If any objection is raised to conducting an open hearing in any particular case, the Hearing Committee of the University Judicial Board will decide the issue by majority vote. If the decision is made not to hold an open hearing, the accused shall be informed in writing of the reasons for the decision.
- b. The University and the accused may be represented by an adviser of his/her choice.
- c. The board shall promulgate its own rules of procedure consistent with academic due process and all provisions of this document.
- d. The accused has the right to challenge on the grounds of prejudice any member of the Hearing Committee sitting on his/her case. If an accused makes such a challenge, the Hearing Committee shall deliberate in private to determine whether cause exists. By a majority vote of the members of the tribunal (excluding the member being challenged), a member shall be removed from the case and replaced by a member of the board designated by the Chairman of the Judicial Board. In addition, the accused may exercise a challenge directed at the entire panel, in which case the challenge shall be made to the Chairman of the University Judicial Board, who shall excuse the panel challenged and refer the accused's case to the next panel in rotation.

## 2.050 The Right of Appeal

- a. In cases heard by the University Judicial Board, there will be no appeal when the accused is acquitted.
- b. A student or administrator who is not a member of the faculty convicted by the University Judicial Board may appeal to the President, or in his/her absence, the Provost, in which case such appeal shall be solely on the record of the proceedings before the Hearing Committee. Argument or appeal shall be on written submission, but the President may, in addition, require oral argument.
- c. A member of the faculty convicted by the University Judicial Board may appeal to the Faculty Hearing Committee authorized under the provisions for Academic Freedom and Tenure of Duke University.

## 2.060 Status of the Accused

Charges must be prepared without delay following the alleged commission of the offense. Pending final verdict on charges against the accused (including appeal), his/her



status shall not be changed, nor his/her right to be on campus to attend classes suspended, except that the Chancellor or Provost may impose an interim suspension upon any member of the University community who demonstrates, by his/her conduct, that his/her continued presence on the campus constitutes an immediate threat to the physical well-being or property of the members of the University community or the orderly functioning of the University. The imposition of interim suspension requires that the suspended individual shall immediately observe any restriction placed upon him/her by the terms of the suspension. The suspended individual shall be entitled to a hearing within three (3) days before the Hearing Committee on the formal charges. If he/she requires additional time to prepare his/her case before the Hearing Committee, he/she shall be entitled to an informal review of the decision imposing interim suspension by a three-person committee chosen from the members of the University Judicial Board by its Chairman. Interim suspension is an extraordinary remedy which will be invoked only in extreme cases where the interest of the University and members of its community require immediate action before the Hearing Committee can adjudicate formal charges against the suspended individual. If interim suspension is imposed and the accused is later found innocent, the University shall seek restitution as provided by the Hearing Committee with respect to the student's academic responsibilities incurred during the period of suspension.

## 2.070 Civil and Criminal Courts

Members of the University community may be subject to civil or criminal proceedings in a local court. The Chancellor may initiate legal action seeking injunctive or other civil relief, or file criminal charges, when it is necessary to protect the person or property of members of the University community, or the orderly functioning or property of the University. Such action may be in addition to the filing of formal charges before the University Judicial Board and/or interim suspension.

## 2.080 Sanctions

- a. A Hearing Committee of the University Judicial Board shall have the power to impose the following penalties upon students:
  1. *Expulsion*. Dismissal from the University with the recommendation that the person never be readmitted.
  2. *Suspension*. Dismissal from the University and from participation in all University activities for a specified period of time after which the subject may apply for readmission.
  3. *Suspended Suspension*. Penalty (2), suspended because of unusual mitigating circumstances. In a period of time specified, conviction before the University Judicial Board, or before one of the community Judicial Boards may result in suspension.
  4. *Disciplinary Probation*. Placing a student on a probationary status for a specified period of time, during which conviction of any regulation may result in more serious disciplinary action.
  5. *Exclusion from participation in extracurricular activities*. Without limiting the generality of that penalty, such restrictions might involve participation in any collegiate athletics, or any public participation or performance in the name of the University. However, a Hearing Committee may not exclude a person from performance of the duties of an elective office, but may make such a recommendation to the appropriate organization. This penalty may be imposed by itself or in addition to any of the other enumerated penalties.
  6. *Censure*. Written reprimand for violation of the specified regulation, including the possibility of more severe disciplinary sanction in the event of

conviction for the violation of the same or one of equal seriousness within the period of time stated by the reprimand.

7. *Admonition.* By an oral statement to the offender that he/she has violated the University rules or has been in contempt of the board.
  8. *Restitution.* Payment for all, or a portion of property damage caused during the commission of an offense. This penalty may be imposed by itself, or in addition to any of the other penalties.
  9. *Fines.* Payment of reasonable sums to be determined by a Hearing Committee. This penalty may be imposed by itself, or in addition to any of the other penalties.
  10. Exclusion from social activities where the nature of the violation so indicates including, but not limited to, curfews or other revocation of upperclass privileges.
- b. A Hearing Committee of the University Judicial Board shall have the power to impose the following penalties upon faculty members and administrative personnel not subject to the provisions of the Personnel Policy Handbook.
1. Dismissal. Dismissal or termination of appointment.
  2. Censure.
  3. Admonition.
  4. Restitution.
  5. Fines.

## 2.085 Other Powers

The Hearing Committee may recommend to the University that it seek restitution with respect to the accused's University responsibilities incurred during a period of suspension or during the period when a hearing has been conducted or shall make such other nonpunitive recommendations with respect to the accused as it shall deem appropriate.

## 2.090 Records

The board shall promptly arrange a policy of keeping its own records, subject to the University policy on confidentiality.

## 2.095 Excusal of Members of the University Community from University Obligations

Any member of the University community whose presence is required at a hearing shall be excused from the performance of any University responsibilities which would normally be performed at the time when his/her presence is required before the Hearing Committee.

## 2.096 Revocation of Probation or Suspended Suspension

In the event that a student has been placed on suspended suspension or disciplinary probation by the University Judicial Board and subsequently is convicted of a violation of a regulation by any other University tribunal, the suspension of his/her suspension or the revocation of his/her probation will not automatically occur. In such a case the student shall be entitled to a hearing being limited to the issue of whether his/her probation should be revoked or whether he/she should be suspended as the result of the original conviction and the conduct which gave rise to the second conviction.

## **Article III: Community Judicial Boards**

### **3.010 Community Judicial Boards**

There shall be an undergraduate community consisting of the undergraduates in Trinity College of Arts and Sciences and the School of Engineering; a Divinity School community consisting of all students in the School of Divinity; a Law School community consisting of all students in the School of Law; a Medical School community consisting of all students in the School of Medicine; an Allied Health community consisting of all degree and certificate (i.e., paramedical, nondegree) students in the School of Allied Health; a Forestry and Environmental Studies School community consisting of all students in the School of Forestry and Environmental Studies; and a Graduate School community consisting of all students in the Graduate School. Except as hereafter provided for the undergraduate community, each community shall have such judicial system as its governing body may provide.

## **Article IV: The Undergraduate Community**

### **4.010 The Undergraduate Judicial Board**

#### **A (1) *Board Established.***

There is established an Undergraduate Judicial Board, hereinafter denoted as the board.

#### **A (2) *Membership.***

The board shall have thirty-five (35) members. Fifteen (15) will be from among the undergraduates, twelve (12) will be from among the faculty (Trinity College and the School of Engineering), and eight (8) will be from among the deans in the undergraduate school and college.

#### **A (3) *Selection of Undergraduate Members.***

Student members of the board will be chosen from among interested rising juniors and seniors as follows:

- a. Interested candidates will apply for positions by completing written forms devised by the board.
- b. The candidates will subsequently take an objective-type written questionnaire on the several aspects of the undergraduate judicial system.
- c. Those obtaining a passing score, as defined by the board, are deemed eligible for interviews.
- d. Interviews will be conducted by senior student members of the board and one representative of the Undergraduate Student Government appointed by the Chief Executive Officer of that government.
- e. From among those interviewed, one nominee shall be recommended for each vacancy together with a total of three (3) alternates.
- f. All those nominated are subject to approval by the legislature of the Undergraduate Student Government as advised by a representative of the board in attendance.
- g. At every stage of this process, consideration shall be given to the appointment of at least one student from the undergraduate school and college.
- h. Except that interim members as provided for in A(6) who have served for at least one (1) semester during their junior year will become regular members of the board for the following academic year as a matter of course.



- A (4) *Selection of Faculty Members.* Faculty members of the board will be appointed by the duly empowered committee of the Undergraduate Faculty Council of Arts and Sciences through the Dean of Trinity College and Dean of Arts and Sciences and by the Dean of the School of Engineering.
- A (5) *Selection of the Dean Members.* Appointees will be deans in the undergraduate school and college, but will not include the Dean for Student Life, the Dean for Residential Life, or the Vice-President for Student Affairs, including their assistants.
- A (6) *Selection of Interim Members.*
  - a. Interim undergraduate vacancies on the board are to be filled through nomination(s) of one or more of the previously designated alternates by a concurrent vote of two-thirds (2/3) of the full board membership and subsequent approval by the legislature of the student government.
  - b. Interim faculty vacancies are to be filled by the duly empowered committee of the Undergraduate Faculty Council of Arts and Sciences.
  - c. Any undergraduate member of the board who takes a leave of absence while remaining in good standing in the University will resume, upon return, the place previously vacated on the board.
  - d. Interim members will serve only to the end of the regular academic year whereupon the position held will be vacated and filled in the manner prescribed in A(3) through A(5).
  - e. But interim members serving during leaves of absence of regular members will terminate their duties and return to their former status as alternates upon return to service of that regular member.
- A (7) *Removal of Members.* The board may remove any member for cause by a two-thirds (2/3) majority of the full board. The vacancy so created will be filled forthwith in the manner prescribed in A(6).
- B (1) *Terms of Undergraduate Members.* Undergraduate members of the board will ordinarily serve during good behavior for terms not exceeding two years.
- B (2) *Terms of Faculty and Dean Members.* Faculty and dean members will serve two-year terms, subject to reappointment upon consent. To insure staggered terms, they may be appointed for a single year.
- C (1) *Board Organization:* The full board will elect, by majority vote, a Chairman and Vice-Chairman, both of whom must be undergraduates.
- C (2) *Board Calendar.*
  - a. *Regular Terms.*  
The board or parts thereof will ordinarily hear and dispose of all pending cases in which charges have been preferred, during the regular fall and spring semesters, and following the end of spring semester.
  - b. *Summer Session Terms.*
    - 1. The Chairman will ascertain the local availability of board members for summer session service and those within a 200 mile radius who may be invited by the Dean for Student Life to serve at University expense.
    - 2. The Chairman of the Undergraduate Judicial Board will provide the Dean for Student Life with a roster of board members available for

service on the Undergraduate Judicial Board during all or any portion of the summer sessions.

3. The Dean for Student Life will constitute a five (5) member Hearing Committee from this list, appoint a chairman and provide an ordinary hearing committee including at least one (1) faculty member and two (2) students.
4. If the number of student members drawn from the rosters provided under C(2)(b.)(2) above is insufficient to constitute the hearing panel provided for in C(2)(b.)(3) above, the Dean for Student Life, with consent of the Chief Executive Officer of the Undergraduate Student Government, will appoint the necessary number of students drawn from the undergraduate student body.
5. The Summer Session Hearing Committee will function in the same manner and with the same procedure as a Regular Term Hearing Committee, except that the accused may not enjoy more than one (1) peremptory challenge.

C (3) *Duties of Officers.*

- a. The Chairman, Vice-Chairman, or their designee, will preside over any meeting of the board or any meeting or hearing of a part thereof.
- b. The Chairman will maintain a roster of available members for the regular and summer session terms. See C(2).
- c. The Chairman and the Dean for Student Life or his/her designee will prepare a "Semester Report of the Undergraduate Judicial Board" to be issued in January and May. It will be a statistical survey designed to order cases: by volume, classification, disposition, and current status (e.g., filed, pending, heard, on appeal to Dean or to Vice-President for Student Affairs).
- d. The Chairman and the Office of Student Life will prepare and issue an "Annual Report of the Undergraduate Judicial Board" to be compiled following adjournment of the board at the end of the spring semester. The contents will contain:
  1. A listing, by types of cases, of abstracts of all completely adjudicated cases.
  2. A statistical survey of the business of the board during the preceding academic year.
  3. A commentary on that business.
  4. Any recommendations which the board wishes to make.
  5. The "Annual Report" will be released prior to freshman registration in the fall semester and will constitute the basis of an early fall semester interview with the *Chronicle* to be held by the Chairman.
- e. The Chairman and/or Vice-Chairman, as well as a representative of the Office of Student Life, will attend one meeting of UFCAS at the beginning of either semester to discuss the concerns of the board in relation to the faculty and the concerns of the faculty in relation to the board.
- f. The Chairman and/or Vice-Chairman, as well as a representative of the Office of Student Life, will call a meeting with the Directors of Undergraduate Studies (DUS) at both the beginning and the end of each academic year. The DUS shall serve as the liaison between the UJB and the faculty. The DUS will:
  1. Apprise the faculty of the topics and issues covered in his/her meetings and with the Chairman and/or Vice-Chairman,

2. Receive copies of the board's opinions for all academic dishonesty cases and keep the opinions on file for faculty perusal,
3. Consult with faculty members in his/her department when academic dishonesty violations appear to have been committed. Records should be maintained of:
  - number of students suspected
  - number of students confronted
  - number of students referred to the UJB
  - number of students disciplined by the faculty member (action taken)
4. Encourage faculty to use the UJB when appropriate, and
5. Contact the Office of Student Life and/or board members, who will be available for consultation, when he/she or a faculty member wishes to discuss any matter relating to the UJB.

D (1) *Hearing Panel Organization.* Hearing panels will consist of seven (7) members as assigned by the Dean for Student Life in consultation with the Chairman or Vice-Chairman. Each hearing panel will consist of four (4) undergraduates, two (2) faculty members, and one (1) dean. One student member will be designated as Chairman of the panel.

D (2) *Modified Hearing Panel Organization.* In the interest of speedy disposition, a panel of reduced size may be convened, but in no panel shall it consist of fewer than five (5) members appointed by the Dean for Student Life in consultation with the Chairman or Vice-Chairman. Each such panel will consist of three (3) undergraduates, one (1) faculty member, and one (1) dean.

D (3) *Substitution of Hearing Panel Members.* Any member of a panel may, at his or her request, be excluded by the Chairman of the Board from sitting on any case. The Chairman of the Board will thereupon appoint a substitute member from among the relevant class of members of the board.

E (1) *Jurisdiction.* The board will exercise jurisdiction over cases:

- a. In which the accused is a named student
  - currently enrolled in, or
  - not yet matriculated to, or
  - readmitted to and not yet matriculated to programs of the undergraduate college or school.
- b. In which the accused is a residential or nonresidential cohesive unit, as represented by an officer or regular member.
- c. Which fall without the jurisdiction of the University Judicial Board.
- d. Which fall within the classification of offenses stipulated in the Judicial Code of the undergraduate community (see pages 42-45) and the University Regulations and Policies (see pages 45-61) in this bulletin.

F *Functions of Dean for Student Life.*

F (1) The Dean for Student Life or designee is responsible for receiving complaints, conducting investigations, gathering evidence, and preparing and preferring charges relating to offenses within the jurisdiction of the board.

F (2) The Dean for Student Life may appoint assistants, in such numbers and for such duties under his/her supervision in order to faithfully execute his/her responsibilities, as the Dean shall deem convenient and useful.



- F (3) The Dean for Student Life is responsible for maintenance of the records of the board. These records include:
1. A public permanent precedent file provided by panels. It consists of abstracts specifying charges, facts, case dispositions and rationales for such dispositions. Identification of the party or parties as well as of witnesses will be omitted.
  2. A permanent confidential case file.
- F (4) The Dean for Student Life or his/her designee, jointly with the board, is responsible for recruitment, training, supervision, and direction of a staff of advisers available to accused students.
- G *Prehearing Procedures.* Upon receipt of a complaint, the Dean for Student Life or duly appointed assistants will:
- G (1) Promptly assemble and examine all evidence either material or relevant to the allegation in which task the Dean or the Dean's assistant shall enjoy prompt and full cooperation from all parties concerned. This investigatory process may include, but is not confined to:
- a. Receipt of any oral and/or written evidence including documents and records.
  - b. Interviewing the accused which interview must begin with notification by the Dean or assistant of: a right to remain silent, a right to an adviser as defined herein, a right to waive knowingly one or both of these rights as well as a written and signed acknowledgment by the accused attesting to an understanding of these rights (Cf. I(8)(a)).
  - c. Interviewing any holder of evidence.
  - d. Receipt from the accused of a written statement submitted in his or her behalf which document will become part of the case record.
- G (2) Promptly determine on the basis of the preliminary investigation whether or not there exists probable cause for believing that the accused person committed the alleged act(s).
- G (3) The Dean for Student Life is responsible for finding of probable cause. In determining whether to prefer charges against any accused, the Dean will consider:
- a. *Civil proceedings completed.* If, in the judgment of the Dean for Student Life, any civil or criminal liability the accused may have already incurred by reason of the action of any civil tribunal adequately vindicates the interest of the University in punishment of the accused, the Dean shall not prefer charges against the accused. The Dean shall, however, report to the Judicial Board finding of probable cause and reasons for not preferring any charge.
  - b. *Civil proceedings pending.* If any civil or criminal action is pending in any civil tribunal, and in the judgment of the Dean for Student Life, prompt trial before the Judicial Board would be prejudicial and unreasonably burdensome to the accused in respect to the civil tribunal proceedings, notwithstanding the finding of probable cause, the Dean for Student Life may defer preferring any charge. In making this determination, the Dean will consider the nature of the offense, the nature of the defense that may be offered in either the civil or University proceeding, the punishment that may be visited on the accused in either proceeding, the likely delay in the civil proceedings, any possible impairment of the accused's ability to defend him/herself in either proceeding by reason of its contemporaneous pendency and the preservation

of general peace and order within the University community. If, after a finding of probable cause, the Dean for Student Life decided either to defer preferring charges or definitely to abandon them in the situations covered by this paragraph, the Dean shall nevertheless report to the Judicial Board his/her findings of probable cause and reasons for deferring or abandoning the preferring of charges.

- c. *Civil proceedings in future.* If any civil or criminal action is threatened or likely, the Dean for Student Life will be governed by the same considerations set forth in paragraph (b.), and in addition by the degree of likelihood of civil or criminal proceedings against the accused. If, after a finding of probable cause, the Dean for Student Life decided either to defer preferring charges or definitely to abandon them, in the situations covered by this paragraph, the Dean shall nevertheless report to the Chairman of the Judicial Board the finding of probable cause and reasons for deferring or abandoning the preferring of charges.

G (4) In circumstances so warranting under G (3) a.-c. the sanction of interim suspension may be invoked. (See K (13)).

G (5) *Referral.*

- a. The Dean for Student Life may refer the case to the appropriate agency for resolution if that officer finds that the case, whether or not probable cause exists, falls without the board's jurisdiction.
- b. At any time prior to imposition of verdict and sanction, any member of a panel may object to further consideration of the case on grounds that the board lacks jurisdiction. Thereupon the panel must resolve the jurisdictional question raised. If a panel majority believes the board lacks jurisdiction over the case, the proceedings will be suspended, and the matter referred to the Chairman of the Board for subsequent resolution of the question by the full Undergraduate Judicial Board. The decision of a majority of those board members present will be final, and the case will be either retained by the board accompanied by referral back to the original panel or be referred to the appropriate agency for disposition.

G (6) *Terminate action and report this fact if:*

- a. No probable cause is found.
- b. After examination of the Undergraduate Judicial Code and the University Regulations, it is determined that commission of the alleged act does not violate any provision(s) found in the duly promulgated codes, rules, and regulations of the University.
- c. In the event that the Dean for Student Life should refuse or fail for any reason to receive complaints and/or conduct investigations, and/or find probable cause and/or prefer charges, an aggrieved party may appeal such action or inaction on grounds of new or different evidence previously unavailable. This step may be made by filing with the Chairman of the Board a typed petition entitled: "Petition to Find Probable Cause." Upon receipt of this petition, the Chairman of the Board will direct the Dean or will unilaterally appoint an investigator to find facts on the basis of which a full seven (7)-member hearing panel may determine the existence of probable cause sufficient to warrant a regular hearing in due course.

G (7) *Probable Cause Notice: Undergraduate Judicial Board Hearings.* If probable cause is determined to exist, the Dean for Student Life will promptly draw up a written

notice to be transmitted to the accused together with a summons to appear for a panel hearing at the time and place specified. The notice will include:

- a. The charges.
- b. Referral to text of the relevant provision(s) of the Judicial Code, rules, and regulations.
- c. Any additional evidence produced during the investigative process.
- d. A statement of procedural rights available to the accused.
- e. Any other material which the board may instruct the Dean for Student Life to supply the accused.
- f. The signature of the Dean for Student Life or appointed assistants.
- g. List of members of the panel designated to hear the case.

G (8) *Probable Cause: Administrative Hearings.* Should the Dean for Student Life, after consulting with the Chairman of the Undergraduate Judicial Board, determine that either the nature or related extenuating circumstances of a case render it amenable to the administrative hearing alternative provided for in H(1)(b.), a written notice will include explicit notice of the availability of such forum to an accused who signs a waiver of the right to a formal hearing before the Undergraduate Judicial Board. Administrative hearing decisions are final; no appeals may be taken from them with the exception of a sanction of suspension or expulsion. (See Section L.)

G (9) Prepare a written report of findings and transmit that report to the appropriate tribunal. This report will contain a copy of the probable cause notice (G (8)), all evidence gathered in the preliminary investigations, with its sources and statement of the rights of the accused. Nowhere in this report will a personal opinion be expressed as to the merits of any evidence, or as to the guilt or innocence of the accused. However, where there are conflicts in the evidence the Dean will draw the attention of the panel to them. The report shall become a part of the written record of the hearing.

G(10) Subpoena witnesses as directed by the Chairman of the hearing panel.





H(1) *Administrative Hearings.*

- a. For academic dishonesty violations, an accused may request that his/her case be heard by the appropriate Dean of his/her college or school, who may refuse to hear it. In all nonacademic violations, the accused may request that his/her case be heard by the Dean for Student Life and/or that officer's designee(s) as specified in G(8). In fixing the sanction, the Dean or designee(s) is(are) governed by all penalties enumerated in Section K of the code. Administrative hearing decisions are final; no appeals may be taken from them with the exception of a sanction of suspension or expulsion. (See Section L.)
- b. The Dean for Student Life and/or that officer's appointee(s) will confer at the earliest convenient time with an accused who met the requirements specified in G(8).
- c. The Chairman of the Board will receive prompt notification of hearings held under a. and b. above and a copy of the case abstract as defined in J(14)(b.).

I *Undergraduate Judicial Board Prehearing Procedures.*

I(1) *Charge required.*

- a. No case may be heard by the board in the absence of a finding of probable cause by the Dean for Student life and a clear statement of the charges against the accused or by direct petition to the board. (Cf. G(7) and G(6)c)
- b. The Dean's signature on the Probable Cause Notice (G(7)) attests to a sufficiency of inculpatory evidence, existence of the board's jurisdiction, and the completeness of the charges.

I(2) *Hearing Schedules.* The hearing, based on contents of the Probable Cause Notice (G (8)) will take place speedily, ordinarily within thirty (30) days following presentation of charges to the accused.

I(3) *Notice.* The accused will be given at least forty-eight (48) hours notice prior to the hearing or prior to continuation of a hearing recessed under J(8) subject to waiver as provided for in I (4).

I(4) *Waiver.* The accused may waive by a signed written statement the notice and/or the forty-eight (48) hour rule with reference to I (3) above and I(11)b) below.

I(5) *Continuances.* Should the accused desire additional time to prepare his or her defense, a petition to that effect may be directed to the Chairman of the Board not less than twenty-four (24) hours prior to the scheduled hearing. In the Chairman's discretion, the accused may be granted a hearing delay of reasonable duration.

I(6) *Contempt.* A willful or deliberate action on the part of the accused to impede, obstruct, unduly delay, or interfere at any stage with, in any manner, the proceedings then or thereafter before or potentially before the board may be deemed an act or acts in contempt of the board as determined by a majority of the relevant panel after issuance of a "show cause" order and in a separate regular proceeding held notwithstanding failure of the accused to appear in defense. K(12).

I(7) *Removal and Challenges.*

- a. *Voluntary Removal.* Board members may excuse themselves from a hearing panel for any reason (see D(3)).
- b. *Recusal.* No person presenting evidence against the accused may at any time sit in judgement upon the accused.
- c. *Challenges.*
  - 1. *For Cause.* The accused has the right to challenge on the grounds of prejudice any member of the hearing panel sitting on his/her case. If an accused makes such a challenge, the panel shall deliberate in private to determine whether cause exists. By majority vote of the members of the panel (excluding the member being challenged), a member shall be removed from the case, and replaced by a member of the board designated by the Chairman of the Board.
  - 2. *Peremptory.*
    - a. In addition, the accused may exercise a peremptory challenge directed at not more than seven (7) panel members even if a new trial on an amended charge is required. (Cf J(8)d).
    - b. At the time the accused is informed of the hearing date, he/she shall be presented with a list of the members of the panel designated to hear the case.
    - c. If the accused wishes to make a peremptory challenge(s), he/she shall make the challenge(s) in writing to the Office of the Dean for Student Life within forty-eight (48) hours of the notification of the scheduled time of the hearing.
    - d. The Office of the Dean for Student Life will transmit this challenge to the Chairman of the Board, who will excuse the panel challenged, and refer the accused to the next panel in rotation.
    - e. The accused retains the right to challenge for cause whether or not he or she has used the seven (7) peremptory challenges except as noted in C(2)b and C(5).

#### I(8) *Adviser*

- a. *Right to Adviser.* The accused enjoys the right to have an adviser. The Dean for Student Life will assign the accused an adviser at notification of the investigation. The accused may decline the assigned adviser and may select any other member of the University community except members of the board, or the accused may select no one. (G(1)b).
- b. The function of the adviser is to advise the accused in the preparation and presentation of his or her case, but the adviser may not directly address the panel nor any other participants during the formal hearing proceedings.
- c. Witness or witnesses as defined in I(10)a may request the panel chairman to permit the presence of adviser during hearing proceedings under conditions enumerated in I(8)a and b.

#### I(9) *Role of Accused.*

- a. *Presentation of Case.* The accused enjoys the right and will be advised of the right to produce witnesses, introduce documents, and offer testimony in his or her own behalf. The accused may present no more than two written character references to be submitted to the hearing panel prior to the hearing.
- b. *Testimonial Rights.*
  - 1. The accused enjoys the right against self-incrimination, the right to remain silent respecting the charges brought against him/her, before, during, and after the hearing. No inference of guilt may be drawn from the silence.

2. But any evidence pertinent to the charges volunteered by the accused may be used as evidence against him/her.
  3. If the accused elects to offer testimony on a specific act of misconduct, he/she waives a right to continued silence, and must answer truthfully all questions pertaining to the act.
- c. *Examination of Witnesses.*
1. Under the supervision of the panel chairman, the accused may question directly any witness.
  2. The moving party or the accused, with or without the adviser's assistance, may submit questions in writing to the chairman of the hearing panel or during the proceedings.
  3. The chairman must ask such question(s) so submitted unless they are unfair and/or irrelevant and/or purely capricious.
  4. A copy of the written questions will be appended to the record.

I(10) *Witnesses.*

- a. *Defined:* Any person with direct knowledge relevant to a case pending before the board is a material witness.
- b. *Duty to Appear.* The Dean for Student Life may require the appearance of material witnesses or, upon the written request of the complainant and/or the accused, the Dean will require the appearance of such witnesses.
- c. *Notice to.* The Dean for Student Life will notify such witness(es) in writing of the time, place, and purpose of their appearance as well as of the right against self-incrimination.
- d. *Contempt of.* Willful and deliberate failure and/or refusal of any material witness to honor a subpoena authorized by the board and duly served by the Dean for Student Life or a representative may be deemed an act in contempt of the board.

I(11) *Discovery.*

- a. *No extrinsic evidence.* In reaching its judgment, a panel will consider only the report of the Dean for Student Life, documents submitted into evidence, and the testimony of: moving party(ies), accused, and witnesses at the hearing.
- b. The accused has the right to examine the written statement of any witness which is relevant to the case at least forty-eight (48) hours prior to either the hearing or continuation of a hearing recessed under J(8) subject to waiver as provided for in I(4).
- c. *Confrontation.* The accused has the right to confront any witness who has given a statement relevant to the pending case.
- d. *Excuse priority.* Any student whose presence is required at a hearing will be excused from any other University responsibility which might prevent, impair, or delay his/her presence before a panel, and both the board and the Dean for Student Life will employ their good offices to assist such students in making satisfactory arrangements.

- I(12) *Closed Hearings.* The hearing will be closed unless the accused requests an open hearing. If any objection to an open hearing is lodged, the panel will decide the issue by majority vote and, if negative, the accused will receive from the panel a written statement of reasons for rejection of his/her request.

J *Hearing Procedure.*



- J(1) *Opening.* The Chairman will open the proceedings by noting the date, identity of the party(ies), the charges, and identity of all panel members.
- J(2) *Plea.* The accused will then plead guilty, not guilty, guilty in part and not guilty in part, or move to postpone the hearing for good cause shown.
- J(3) *Report of the Moving Party.* At this time, the Chairman may invite the moving party(ies) to make a statement, not to exceed five (5) minutes, summarizing the essential facts and expressing opinions thereon. At any point prior to this stage of the hearing, the moving party(ies) may decline such invitation.
- J(4) *Case for Accused.* The Chairman of the panel will request the accused to present his or her case. (See I(7)c(1) and I(7)c(2), I(8)b, I(9).) The accused may waive this right by a verbal declaration (See I(9)b.)
- J(5) *Witnesses.*
- a. All witnesses will be sequestered at the commencement of proceedings and will appear before the panel consecutively. But the panel Chairman may suspend this rule and direct attendance of all witnesses in the hearing room.
  - b. The accused may call and direct questions to witnesses as prescribed in I(9)a and c, respectively.
  - c. The panel may call and question witnesses.
- J(6) *Examination of Witnesses.*
- a. Under the supervision of the panel chairman, the accused may question directly any witness.
  - b. The moving party or the accused, with or without the adviser's assistance, may submit questions in writing to the Chairman of the hearing panel before or during the proceedings.
  - c. The Chairman must ask such question(s) so submitted unless they are unfair and/or irrelevant and/or purely capricious.
  - d. A copy of the written questions will be appended to the record.
- J(7) *Evidentiary Rules.*
- a. All evidence which the panel considers relevant will be admitted including hearsay and expressions of opinion.
  - b. Wherever possible oral testimony rather than written statements should be presented.
  - c. Statements made by unidentified witnesses or those absent at the hearings, neither of which can be confronted by the accused, may not constitute a sole or substantial basis for conviction.
  - d. No evidence obtained through unlawful search and seizure or in violation of the University Statement on the Privacy of Students' Rooms will be admissible at the hearing.
- J(8) *Recess and Termination of Hearings.*
- a. The Chairman may recess hearings for a short duration of time in order to facilitate the work of the panel.
  - b. By vote of a majority of the panel members, hearings may be recessed for an extended duration of time in order:
    1. to accommodate extraordinary circumstances such as personal emergencies

2. to acquire additional evidence or testimony
3. to provide adequate time for considering and setting sanctions (see: I(3) and I(11)b.)
- c. A witness or accused enjoys the right to a brief recess after a lapse of one (1) hour from commencement of the official record as provided for in J(14)a.
- d. However, no recess may be declared for the purpose of amending the original charges against the accused. If it is determined during the hearing and prior to verdict and judgment that the charges must be amended,
  - (1) with the unanimous consent of the hearing panel and the agreement of the Accused, the charge(s) may be amended and the hearing may continue, or
  - (2) without the unanimous consent of the hearing panel or the agreement of the Accused, the hearing must be terminated without prejudice and the procedures set forth in Section I reinstituted.

J(9) *Status of Accused Pending Verdict and Appeal (Interim Suspension).* Pending verdict on charges (including appeal) against the accused, the status as a student cannot be changed, nor the right to be on campus or to attend classes suspended, except as provided for by the interim suspension rule (K(13)).

J(10) *Verdict and Sanction.*

- a. After the hearing closes, the panel will consider its verdict and sanction in closed session.
- b. The verdict is a determination of guilt or innocence. A guilty verdict is based on the existence of clear and convincing evidence that the accused committed the act(s) alleged in the charge.
- c. The sanction is a statement of the punishment imposed drawn from those enumerated in Section K below.
- d. Verdict and sanction will be determined by a majority vote of a panel except that any judgment of expulsion (see K(1)) or suspension (see K(2)) must be concurred in by not less than four (4) members of a five (5) member panel nor less than five (5) members of a seven (7) member panel.

J(11) *Special Master.* At any stage in the proceedings, involving complicated technical or professional subject matter, and at the request of any party or any or all members of a panel, a special master may be appointed by the Chairman of the Board in consultation with the appropriate dean. The special master will render advice to the panel. On the motion of any party or any member of the panel, proceedings may be recessed pending the receipt of the special master's report.

J(12) *Rehearing.* A panel by a majority vote may decide to rehear a case in which significant new evidence can be introduced in behalf of the accused.

J(13) *Notification of Verdict and Sanction.*

- a. The Chairman of the panel will promptly inform in writing the Dean for Student Life of the decision of the panel, but initial notification may be oral followed by the written abstract as required by J(14)b.
- b. The Chairman of the panel or the Dean shall promptly notify the defendant of the verdict and sanction imposed, and shall, at the same time, inform him or her of rights of appeal.
- c. At the request of the moving party(ies), the Dean for Student Life may, but is not required to, inform that person or persons of the panel's verdict and/or sanction.

J(14) *Record:*

- a. *Tapes:* A separate tape recording will be made for each hearing, clearly labelled, and retained for three (3) years.
- b. *Abstract:* A written abstract of each case will be made by completion of a "Hearing Committee Report Form" signed by the panel chairman.

K *Sanctions.* The board is empowered to impose singly or in combination penalties of four (4) classes.

CLASS I

K(1) *Expulsion.* Dismissal and permanent removal from the University without possibility of readmission or reinstatement. University censure automatically applies.

K(2) *Suspension.*

- a. Under the voting rules set forth in J(10)d, dismissal from membership in the University for a specified period of time, ordinarily including the current semester and the next succeeding one, and such additional semesters as deemed appropriate by the panel.
- b. The privilege of a residential or of any other cohesive unit to exist at Duke University may be suspended or revoked.
- c. Readmission or reinstatement as a student or residential or cohesive unit in good standing is contingent upon satisfaction of any conditions stated in the original sanction.
- d. Upon a student's reacceptance to and matriculation in the University or the reinstatement of a residential or cohesive unit to the University, the student or residential or cohesive unit is placed on disciplinary probation K(4) for a specified period of time.
- e. As suspension constitutes an involuntary withdrawal from the University, an entry to that effect is made on the student's permanent academic record or the residential or cohesive unit's citizenship record for the duration of the suspension.
- f. Residential or cohesive units may be suspended for a specified time period from one or more enumerated activities sponsored, cosponsored, or performed by said residential or cohesive unit.
- g. University censure (class II) may be applied as determined by the panel.

K(3) *Suspended Suspension.*

- a. For a specified period of time, the penalty of suspension is imposed, but suspended due to the existence of facts deemed mitigating by a panel.
- b. A disciplinary probation period must run concurrently and may run consecutively with suspension.
- c. As no involuntary withdrawal actually occurs, no temporary entry to that effect is made on the student's permanent record.

K(4) *Probation.*

- a. *Disciplinary Probation.* Placing the student or residential or cohesive unit on a probationary status for violation of any regulation may result in suspension if adjudged guilty of subsequent infraction.



- b. *Revocation of Disciplinary Probation.* In the event that a student or residential or cohesive unit has been placed on disciplinary probation by the Undergraduate Judicial Board and subsequently is convicted of violation of a regulation by the University Judicial Board, the revocation of his/her/its probation will not automatically occur. In such a case he/she/it shall be entitled to a hearing before a panel of the Undergraduate Judicial Board, said hearing being limited to the issue of whether his/her/its probation should be revoked as the result of the original conviction and the conduct which gave rise to a second conviction.

K(5) *Exclusion.*

- a. from public participation or performance in the name of the University other than performance of duties as an elective officer.
- b. from application for, retention of, or any other possession of a University housing license.
- c. from access to, use of, and occupation of specified University-owned premise and/or facilities.
- d. from application for, retention of, or any other possession of a traffic and parking permit.
- e. from application for, retention of, or any other possession of IM privileges.

K(6) *Warning.* A formal written admonition but which explicitly states the certainty of a more severe disciplinary sanction for conviction of a subsequent violation during a stated period. A warning may be entered on the student's Dean's card citizenship record or on the residential or cohesive unit's citizenship record at the discretion of a panel.

K(7) *Restitution.* Payment for all or a portion of injury or damages to person(s) or property caused by commission of an offense.

K(8) *Fine.* Payment to Duke University of a reasonable sum of money set by a panel which may also impose a community service sanction as provided for in K(9)a or b below.

K(9) *Community Service.* Specified hours of service set by a panel during which period a student or residential or cohesive unit will perform as either

- a. a regular employee in the University student labor pool, or
- b. a "volunteer" worker in a charitable enterprise in Durham city or county as arranged for and supervised by the Dean for Student Life.

## CLASS II

K(11) *University Censure.*

- a. Official entry on a student's permanent record, of serious misconduct including both the fact of the censure and the exact nature and circumstances of the offense.
- b. This sanction is never applied unless in combination with serious offenses meriting imposition of sanction K(1)-(2). Censure indicates the seriousness of the offense and the absence of mitigating circumstances.
- c. Application of this sanction requires a separate vote of a panel under J(10)d unless accompanying Expulsion K I(l).

### CLASS III

- K(12) *Temporary Exclusion.* Exclusion from registration, enrollment, or matriculation at the next ensuing semester, including semesters of summer session or eligibility to graduate from Duke University pending relief from verdict and sanction by compliance in good faith with the original order, directive or subpoena. This penalty is ordinarily used in contempt proceedings described in I(6) and I(10)d.
- K(13) *Interim Suspension.*
- a. An extraordinary remedy invoked only in extreme cases requiring immediate action prior to a panel hearing.
  - b. If the Dean for Student Life deems any student's presence on campus, at any time, to constitute a threat to the general peace and order of the University community and to its several members that officer may so notify the Provost or Chancellor, who may, in his or her discretion, suspend the named student from the University for a three (3)-day period pending a hearing before a duly constituted panel of the board.
  - c. If the student or board requires a continuance the interim suspension may be extended by the Provost or Chancellor or by a duly constituted panel of the board.
  - d. If interim suspension is imposed and the accused is later found innocent, the University will grant restitution as provided by the Undergraduate Judicial Board with respect to that student's academic responsibilities incurred during the period of suspension.
- K(14) *Temporary Restraining Order.*
- a. A formal written ex parte order issued by
    - (1) a duly constituted panel, or
    - (2) the Dean for Student Life in consultation with the Chairman of the Board where possible, directing a named actor(s) to cease and desist from engaging in behavior deemed contrary to one or more provisions of the Undergraduate Code. [See I(6) and K(12)].
  - b. Such TROs are of twenty-one (21) days duration but are renewable only through regular panel proceedings.

### CLASS IV

- K(15) *Counseling Recommendation.* If a panel majority believes that a student would benefit from professional counseling, it may recommend such action to the Dean for Student Life who may so advise the student.
- L *Appeal.*
- L(1) *Right of Appeal.*
- a. Appellant may appeal any verdict and sanction of the board to the dean of the relevant undergraduate college or school in any case involving academic dishonesty. In all cases involving infractions other than academic dishonesty appellant may appeal the verdict and sanction of the board to the Vice-President for Student Affairs.
  - b. After consideration by one of the following,

- (1) the Dean of the appropriate college or school, or
- (2) the Vice-President for Student Affairs, or
- (3) the designee of either of the above appellant officers, the second level of appeal shall be the President of the University.

L(2) *Form and Time of Notice to Appeal.* Notice of appeal must be in writing and submitted to the relevant dean, unless waived by him/her, within forty-eight (48) hours after receipt of the verdict and judgement.

L(3) *Form and Time of Actual Appeal.* A written statement clearly and briefly setting forth grounds for appeal must be submitted to the relevant dean, unless waived by the officer within seven (7) days after receipt of the verdict and sanction.

L(4) *Exclusive Grounds for Appeal.*

- a. Procedural error substantially affecting the rights of the accused.
- b. Incompatibility of the verdict with the weight of the evidence.
- c. New evidence of a character which may have affected the verdict but on which basis rehearing was denied by the board.
- d. Proven case of extreme personal hardship as a result of the board's action.

L(5) *Appeal Procedures.*

- a. The relevant administrative officer of the University may not hear testimony de novo.
- b. With the consent of an appellant, the administrative officer may consult with other members of the University community as he/she chooses only to substantiate the grounds for appeal. (See L(5)a.)
- c. He/she shall receive documents submitted by the panel including tapes, abstracts, written opinions, and dissents.
- d. The appellant may prepare for his/her defense with the assistance of an adviser and may at his/her expense make a transcription of the tape.
- e. The appellant must submit a written statement setting forth grounds for his/her appeal as required by L(3) and the supporting arguments.
- f. The appellant has a right to make an oral statement to the dean to amplify his/her written arguments. This administrative officer may question the defendant at this time about his/her oral statement or written statement, but shall confine himself or herself to the issues on appeal. These additional statements and arguments shall be recorded.
- g. Either the chairman or the relevant hearing panel or the administrative officer charged with the responsibility for hearing the appeal may request a conference between themselves to consider issues arising out of the case. A notation of substantive issues discussed in any such conference shall likewise be incorporated in the record.
- h. In cases where a hearing panel's verdict and/or sanction is reversed, the hearing panel may request a conference with the appellant officer responsible for the reversal.

L(6) *Appeal to President.* The appellant may appeal an unfavorable decision of the administrative officer to the President of the University who may, in his or her discretion entertain such appeal, under such conditions and with such procedures as he or she may prescribe. The President will notify the Board Chairman of the decision.



L(7) *Notification.*

- a. In all cases the relevant administrative officer or President of the University will submit to the Chairman of the Board, with a copy to the Dean for Student Life a written statement of the decision and reasoning on which it is based.
- b. Such administrative officers will promptly communicate their decision to the appellant.
- c. The appellant officer will inform the moving party(ies) of the outcome of his/her decision.

M *Amendment of Article IV.*

- M(1) Article IV, "The Undergraduate Judicial Board," may be amended at any time by the Vice-President for Student Affairs only on the recommendation of a permanent Advisory Committee on Judicial Codes composed of undergraduates, faculty, and deans appointed by and acting under that officer's supervision and direction.
- M(2) All amendments promulgated by the Vice-President for Student Affairs shall be effective from and after the date of promulgation.



## Appendix D

### PICKETS, PROTESTS, AND DEMONSTRATIONS

*Statement of Policy.* Duke University respects the right of all members of the academic community to explore and to discuss questions which interest them, to express opinions publicly and privately, and to join together to demonstrate their concern by orderly means. It is the policy of the University to protect the right of voluntary assembly, to make its facilities available for peaceful assembly, to welcome guest speakers, to protect the exercise of these rights from disruption or interference.

The University also respects the right of each member of the academic community to be free from coercion and harassment. It recognizes that academic freedom is no less dependent on ordered liberty than any other freedom, and it understands that the harassment of others is especially reprehensible in a community of scholars. The substitution of noise for speech and force for reason is a rejection and not an application of academic freedom. A determination to discourage conduct which is disruptive and disorderly does not threaten academic freedom; it is rather, a necessary condition of its very existence. Therefore, Duke University will not allow disruptive or disorderly conduct on its premises to interrupt its proper operation. Persons engaging in disruptive action or disorderly conduct shall be subject to disciplinary action, including expulsion or separation, and also charges of violations of law.

*Rule.* Disruptive picketing, protesting, or demonstrating on Duke University property or at any place in use for an authorized University purpose is prohibited.

*Hearing and Appeal.* Cases arising out of violations of the Pickets and Protests Regulations will be heard by the University Judicial Board, in accordance with the procedures outlined in Appendix C, pages 82-102. The University Judicial Board shall have jurisdiction over members of the student body, members of the faculty, and administrative personnel of the University not subject to the Personnel Policy Handbook. Hearings will be conducted with regard for academic due process. The decision of the University Judicial Board shall be final if the accused is exonerated or if there is no appeal. In other cases, students may appeal to the President, or, in his/her absence, the Provost, in which case such appeal shall be solely on the record of the proceedings before the Hearing Committee of the University Judicial Board. Argument on appeal shall be on written submission, but the President may, in addition, require oral argument.

A Hearing Committee will consist of two faculty members, one dean, and two students. These students will be selected from members of the judicial boards or governments in the undergraduate, graduate, or professional colleges or schools. The Chairman of the Hearing Committee will be designated by its members.

The Hearing Committee will conduct its proceedings in accordance with academic due process.

The decision of the Hearing Committee shall be final if the accused is exonerated or if there is no appeal. In other cases appeal may be taken to the President, in which case such appeal shall be solely on the record of the proceedings before the Hearing Committee. Argument on appeal shall be written submission, but the President may in addition require oral argument.

The procedures for faculty members will follow the arrangements provided under the *Personnel Handbook*.

*Amendments.* These regulations on pickets, protests, and demonstrations may be changed or amended by the University at any time but any such change or amendment shall be effective only after publication or other notice. These regulations supersede any regulations heretofore issued on the subject.

## Appendix E

### RULES GOVERNING DRUG VIOLATIONS

- I. Rules governing drug violations at Duke University are as follows.
  1. Alleged violations of the policy stated in the first paragraph of the drug policy on page 52 will be adjudicated by the Undergraduate Judicial Board or appropriate deans, or in the case of nonstudents, by comparable authorities and their appointed delegates. It is expected that professional judgment will be exercised in referring indicated cases to university health and counseling services in keeping with the second and third paragraphs of the policy on page 52.
  2. The two grounds which may constitute occasion for the assessment of penalties are:
    - a. conviction of a member of the university on a drug charge by a court of law
    - b. a finding with the appropriate university tribunal, in conformity with the principle of due process, of sufficient evidence that a member of the university has violated the drug policy.
  3. The maximum penalty to be imposed within the university upon a student for possession or use of marijuana shall be suspension; for the possession or use of other illegal drugs, or the distribution of any illegal drug, the maximum penalty of the university is expulsion. Other members of the university shall be liable to appropriate comparable penalties.
- II. Rules governing drug violations of student athletes at Duke University are as follows.

Duke University prohibits drug use by its student athletes. Prohibited drugs will include anabolic steroids and other performance-enhancing drugs, narcotics and other illegal drugs, and any other drug banned by the National Collegiate Athletic Association (NCAA) legislation. The NCAA requires every student athlete to consent to be tested for prohibited drug usage. But, unlike some other institutions, Duke University will not impose drug testing on all student athletes. To do so would unfairly single out a group of students who are no more likely to use drugs than any other group of students and could contribute to the perpetuation of unfortunate and inaccurate stereotypes. Duke University will not require any student athlete to submit to testing except (i) in compliance with NCAA regulations for NCAA championships and postseason football contests; or (ii) where a coach or the director of intercollegiate athletics has a reasonable and articulable suspicion that the student athlete has used a prohibited drug. In the event that a coach or the athletic director has a reasonable and articulable suspicion that a student athlete has used a prohibited drug and requests that the student athlete submit to testing, the student athlete who refuses to undertake the test, or tests positive for a prohibited drug, may be denied permission by his or her coach to represent the university in intercollegiate events or participate in team practices. The student athlete also may be subject to additional sanctions, including loss of athletically-related financial aid for subsequent semesters. Any student athlete dissatisfied with a determination to reduce or cancel his or her financial aid will have an opportunity to appear at a hearing before and appeal such a determination to the Academic Committee of the Athletic Council.

Duke University is committed to a policy of helping any student athlete who recognizes that he or she has a drug problem and asks for help. The first time



a student athlete voluntarily seeks help for a drug problem, the appropriate official in the athletic department will provide confidential counseling or other assistance required by the student athlete, including medical and drug rehabilitation assistance at the university's expense. Unless medically indicated, a first-time drug user will remain eligible to represent the university in intercollegiate events and participate in team practices. His or her coach will not be informed of the drug problem.

If drug use recurs, and a student athlete again voluntarily seeks help for a drug problem, the appropriate official in the athletic department will endeavor to assist the student athlete. The matter will be brought to the attention of the director of intercollegiate athletics. The athletic director may determine in his discretion whether medical and drug rehabilitation assistance sought or needed by a repeat user should be paid by the university; whether the student athlete will remain eligible to represent the university in intercollegiate events or participate in team practices; whether the student athlete's coach will be informed of the drug problem; and whether the student athlete will be subject to additional sanctions, including loss of athletically-related financial aid for subsequent semesters.

Staff members and others employed by the athletic department who have knowledge of the use of a prohibited drug by a student athlete are under an affirmative duty to report such usage to the student athlete's coach or the athletic director.

The effective date of this policy is July 1, 1986. Each student athlete of Duke University will receive a copy of this policy annually.

Federal Trafficking Penalties

As of November 18, 1988

CSA	PENALTY			DRUG	Quantity	PENALTY				
	2nd Offense	1st Offense	1st Offense			2nd Offense				
I and II	Not less than 10 years. Not more than life.  If death or serious injury, not less than life.  Fine of not more than \$4 million individual, \$10 million other than individual.	Not less than 5 years. Not more than 40 years.  If death or serious injury, not less than 20 years. Not more than life.  Fine of not more than \$2 million individual, \$5 million other than individual.	{ 10-99 gm or 100-999 gm mixture }	METHAMPHETAMINE	{ 100 gm or more or 1 kg <sup>1</sup> or more mixture }	Not less than 10 years. Not more than life.  If death or serious injury, not less than 20 years. Not more than life.  Fine of not more than \$4 million individual, \$10 million other than individual.	Not less than 20 years. Not more than life.  If death or serious injury, not less than life.  Fine of not more than \$8 million individual, \$20 million other than individual.			
			{ 100-999 gm mixture }	HEROIN	{ 1 kg or more mixture }					
			{ 500-4,999 gm mixture }	COCAINE	{ 5 kg or more mixture }					
			{ 5-49 gm mixture }	COCAINE BASE	{ 50 gm or more mixture }					
			{ 10-99 gm or 100-999 gm mixture }	PCP	{ 100 gm or more or 1 kg or more mixture }					
			{ 1-10 gm mixture }	LSD	{ 10 gm or more mixture }					
			{ 40-399 gm mixture }	FENTANYL	{ 400 gm or more mixture }					
			{ 10-99 gm mixture }	FENTANYL ANALOGUE	{ 100 gm or more mixture }					
			Drug	Quantity	First Offense			Second Offense		
			Other <sup>2</sup>	Any	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million not individual.			Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million not individual.		
III	All	Any	Not more than 5 years. Fine not more than \$250,000 individual, \$1 million not individual.		Not more than 10 years. Fine not more than \$500,000 individual, \$2 million not individual.					
IV	All	Any	Not more than 3 years. Fine not more than \$250,000 individual, \$1 million not individual.		Not more than 6 years. Fine not more than \$500,000 individual, \$2 million not individual.					
V	All	Any	Not more than 1 year. Fine not more than \$100,000 individual, \$250,000 not individual.		Not more than 2 years. Fine not more than \$200,000 individual, \$500,000 not individual.					

<sup>1</sup>Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg.

<sup>2</sup>Does not include marijuana, hashish, or hash oil. (See separate chart)

## Federal Trafficking Penalties—Marijuana

As of November 18, 1988

Quantity	Description	First Offense	Second Offense
1,000 kg or more; or 1,000 or more plants	<b>Marijuana</b> Mixture containing detectable quantity*	Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$4 million individual, \$10 million other than individual.	Not less than 20 years, not more than life. If death or serious injury, not less than life. Fine not more than \$8 million individual, \$20 million other than individual.
100 kg to 1,000 kg; or 100–999 plants	<b>Marijuana</b> Mixture containing detectable quantity*	Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$2 million individual, \$5 million other than individual.	Not less than 10 years, not more than life. If death or serious injury, not less than life. Fine not more than \$4 million individual, \$10 million other than individual.
50 to 100 kg	<b>Marijuana</b>	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million other than individual	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million other than individual.
10 to 100 kg	<b>Hashish</b>		
1 to 100 kg	<b>Hashish Oil</b>		
50–99 plants	<b>Marijuana</b>		
Less than 50 kg	<b>Marijuana</b>	Not more than 5 years. Fine not more than \$250,000, \$1 million other than individual.	Not more than 10 years. Fine \$500,000 individual, \$2 million other than individual.
Less than 10 kg	<b>Hashish</b>		
Less than 1 kg	<b>Hashish Oil</b>		

\*Includes Hashish and Hashish Oil

(Marijuana is a Schedule I Controlled Substance)

## Appendix F

### DUKE UNIVERSITY REGULATIONS CONCERNING PAYMENTS OF ACCOUNTS

Basic university policy requires that tuition and mandatory fees be paid in full prior to the beginning of each semester whether an invoice has been received or not. As part of the agreement of admission to Duke University, a student is also required to pay all monthly invoices for any additional charges as presented. These tuition payment plans will offer an alternative for payment of a portion of the charges billed each year. The *Multiple Payment Plan* provides an opportunity to pay tuition, room, and board in nine (9) installments. The *Guaranteed Tuition Plan* (first-year students only) finances and guarantees the amount and rate of tuition for four (4) years through forty-four (44) equal installments (seven [7] semesters through thirty-nine [39] installments for January first-year students) financed at 9 percent interest. The *Prepaid Tuition Plan* guarantees tuition charges for four years of undergraduate study at the first-year student rate. If full payment or arrangement for payment through the two plans is not received, a penalty charge as described below will be assessed on the next monthly invoice and also certain restrictions as stated below will be applied.

**Late Payment Penalty Charge.** If the "Total Amount Due" on an invoice is not received by its due date, the next invoice will show a penalty charge of 1 1/4 percent per month assessed on the past due balance regardless of the number of days past due. The "Past Due Balance" is defined as the previous balance less any payments and credits received on or before the due date and also less any student loan memo credits related to the previous balance which appear on the invoice.

**Restrictions.** An individual will be in default of this agreement if the "Total Amount Due" on the student invoice is not paid in full by the invoice due date. An individual who is in default will not be allowed to register for classes, receive a transcript of academic records, have academic credits certified, be granted a leave of absence, or have a diploma conferred upon graduation. In addition, an individual in default may be subject to withdrawal from school.

## Telephone Numbers Frequently Used

ADMISSIONS .....	684-3214
ASDU .....	684-6403
Belvin, James—Director of Undergraduate Financial Aid .....	684-6225
BRYAN CENTER INFORMATION DESK .....	684-2323
Bryant, Martina—Associate Dean/Social Science/Trinity College .....	684-2075
BURSAR .....	684-3531
Byrd, Charles—Assistant Dean/Social Science and Study Abroad/Trinity College .....	684-2174
CAREER DEVELOPMENT CENTER .....	660-1050
Coon, Susan—Director of the Office of Cultural Affairs .....	684-5578
COUNSELING AND PSYCHOLOGICAL SERVICES .....	684-5100
Cox, Richard—Dean/Residential Life .....	684-6313
CULTURAL AFFAIRS .....	684-5578
Dickerson, Janet Smith—Vice-President/Student Affairs .....	684-3737
Dowell, Earl—Dean of the School of Engineering .....	684-2214
Eisenson, Howard—Director of Student Health .....	684-6721
Eldridge, Albert—Registrar .....	684-3146
EMERGENCY .....	911
ENGINEERING, SCHOOL OF .....	684-2214
FINANCIAL AID .....	684-6225
Friedrich, John—Chairman of Department of Health, Physical Education, and Recreation .....	684-2202
Vice-President for Student Affairs .....	684-3737
HOUSING MANAGEMENT .....	684-5226
HEALTH, PHYSICAL EDUCATION, AND RECREATION .....	684-2202
INTERNATIONAL HOUSE .....	684-3585
Lattimore, Caroline—Assistant Dean/Social Science/Trinity College/Dean for Minority Affairs .....	684-6756
McDowell, Homai—Director of the Office of Student Activities .....	684-2163
MINISTER TO THE UNIVERSITY .....	684-2177
MINORITY AFFAIRS .....	684-6756
Moorman, Jane Clark—Director of Counseling and Psychological Services .....	684-5100
Nathans, Elizabeth—Associate Dean/First-Year Students, Trinity College .....	684-6217
Nijhout, Mary—Associate Dean/Natural Science/Trinity College .....	684-6903
PAGE BOX OFFICE .....	684-4059
Phelps, Jake—Director of University Union .....	684-2911
PUBLIC SAFETY .....	684-2444
RESIDENTIAL LIFE .....	684-6313
Shepard, Marion—Associate Dean/Engineering .....	684-2214



Starnes, Marian–Bursar .....	684-3531
STUDENT ACTIVITIES.....	684-2163
STUDENT AFFAIRS .....	684-3737
STUDENT HEALTH .....	684-6721
STUDENT LIFE .....	684-6488
Thomason, Fidelia–Director of Housing Management.....	684-5226
TRINITY COLLEGE .....	684-3465
UNION.....	684-2911
Wasiolek, Suzanne–Dean/Student Life .....	684-6488
White, Richard–Dean of Trinity College .....	684-3465
Willimon, William–Dean of the Chapel .....	684-2177
Wilson, Gerald–Senior Associate Dean/Trinity College/Prelaw Advisor .....	684-2865
Wittig, Ellen–Associate Dean/Humanities/Trinity College .....	684-5585
<b>EMERGENCY-911</b>	

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